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ABSTRACT

This second survey of drug and alcohol use among 7th, 9th, and 11th grade students enrolled in California's public secondary schools was conducted from December 1987 to February 1988. The purpose of this survey was to provide information on levels of substance use and related attitudes and experiences among young people who are enrolled in public schools. The survey also sought to determine whether substance use among California teenagers has increased or decreased since the initial survey. The survey was administered to 7,022 7th, 9th, and 11th grade students enrolled in 44 senior and 42 junior high or middle schools. The results indicated that: (1) frequency of use of alcohol had remained virtually constant over the 2-year period; (2) frequency of use of illicit drugs had generally declined, as has polydrug use; (3) the percent of 9th grade students who reported using marijuana at least once over the previous 6 months dropped from 32 percent to 22 percent; and (4) weekly or more frequent use of marijuana dropped from 9 percent to 4 percent for grade 9 and from 13 percent to 8.5 percent for 11th graders. (ABL)

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REPORT TO THE ATTORNEY GENERAL

BIENNIAL STATEWIDE SURVEY OF DRUG AND ALCOHOL USE AMONG CALIFORNIA STUDENTS IN GRADES 7, 9, AND 11

WINTER 1987-1988

The opinions, findings and conclusions in this publication are those of the authors and not necessarily those of the Department of Justice

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April 1989

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STATEMENT OF THE ATTORNEY GENERAL

Three years ago I commissioned Dr. Rodney Skager of the UCLA Graduate School of Education to conduct the first statewide survey on drug and alcohol use among California junior high and high school students. My goal was to determine the levels of use among our youth and to establish baseline data for future comparisons. This bench mark study (1985-86) found that 51 percent of California high school juniors had used illegal drugs, and over 65 percent had been intoxicated on alcohol.

Last year, Dr. Skager directed our second (1987-88) statewide survey of the same schools and the findings are very encouraging. The results show a consistent drop in reported drug use at each grade level surveyed. For example, 42% of high school juniors had used illegal drugs and nearly 62 percent had been intoxicated.

These survey findings are one of the first truly, positive signs in the war against drugs. They appear to reflect more hostile student attitudes toward drug use. I believe they also show that our prevention, education, and enforcement efforts are beginning to make a difference.

Our task now is to maintain the momentum reflected in this study and to build on it. We in the Department of Justice are committed to that goal.

ACKNOWLEDGMENTS

We are deeply indebted to ***Attorney General John K. Van de Kamp*** for his continued concern about the use and abuse of alcohol and other drugs among the youth of California. We believe that he has accurately diagnosed the primary task for law enforcement as well as other governmental and community institutions as that of reducing and eventually eliminating the demand for drugs at all levels of our society.

Professionals and lay people throughout the State have made excellent use of the data provided by the first survey on California students. Through this second survey the Attorney General continues to commit human and material resources of his Office to the assessment of trends and developments in substance use among secondary school students.

We also wish to express our deep appreciation to ***Jack Dugan***, Director of the Crime Prevention Center of the Office of the Attorney General, for his continued support and advice. We are indebted to ***Fred Register*** for the same reasons. It has been a pleasure to work with these individuals as well as other members of the Attorney General's staff. In particular ***Paula Higashi***, who coordinated the project at the Crime Prevention Center, has again rendered invaluable assistance in all aspects of our work, including planning, outreach to participating school districts and schools, distribution of materials, and editorial assistance.

Here in Los Angeles, ***Anne Skager*** handled contacts with schools, distribution of materials and preparation of the draft manuscript with her usual competence and dependability. ***Helen Yun***, with exceptional diligence and care, examined each of the over 7,000 questionnaires for defects before the responses were recorded on tape.

The school superintendents, principals, and teachers who agreed to arrange and administer the survey deserve the thanks of the people of California. Their commitment and professionalism once again have made this survey a reality.

Finally, we wish to thank ***Sylvia Martinez*** of the Crime Prevention Center for her support and tireless effort in the production of this report.

Rodney Skager
Sandra L. Frith
Ebrahim Maddahian

Los Angeles
July 3, 1988

A STATEWIDE SURVEY OF DRUG AND ALCOHOL USE
AMONG CALIFORNIA STUDENTS
IN GRADES 7, 9, and 11

WINTER 1987-1988

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EXECUTIVE SUMMARY

The second California survey of substance use was conducted in December/February, 1987-88. A total of 7,022 7th, 9th, and 11th grade students in 44 senior high schools and 42 junior high or middle schools participated in the survey. Students responded to the survey questionnaire under conditions of strict anonymity. Virtually all of the schools in the current sample had also participated in the first (1985-86) survey.

Frequency of use of alcohol (beer, wine, and liquor) has remained virtually constant over the two year period at all three grade levels. In contrast, frequency of use of illicit drugs has generally declined, especially for the most commonly used drugs: marijuana, cocaine, and, in grade 7, inhalants. Polydrug use, or the use of more than one substance on the same occasion, has also declined.

The percent of students who reported using marijuana at least once over the previous six months compared with two years ago dropped from 32% to 22% for 9th grade students and 42% to 33% among 11th graders. For cocaine the percentages are 10% vs. 5% for 9th and 18% vs. 11% for 11th grade students. For 7th grade students total inhalant use declined from 18% to 13% currently. Total polydrug use dropped from 11% to 9% for 7th, 29% to 21% for 9th, and 39% to 30.5% for 11th grade students.

Weekly or more frequent use of marijuana dropped from 9% to 4% for grade 9 students and from 13% to 8.5% for 11th graders. Daily use of marijuana by 11th graders declined from 7.4% to 4.3% currently. Among secondary school students marijuana is the drug used most frequently on a daily basis. Beer, ranked second in daily use, was consumed daily by 2.3% of 11th graders in the current survey compared to 3% two years ago.

The percentages of students who had been intoxicated at least once on alcohol declined for 9th grade students (by age 14) from 47% to 38% and from 65% to 62% for 11th graders (age 16). Having been high at least once on a drug other than alcohol dropped for 9th graders from 30% two years ago to 20% currently and from 45% to 36% for 11th grade students. Forty-six percent of 9th grade and 66% of 11th grade students had been drunk or high at least once. For the total sample, slightly over one third (36%) of 9th and 52% of 11th graders had their first high on alcohol. Only 9% of 9th and 12% of 11th graders used marijuana for their first intoxication experience. Alcohol remains the primary drug of initiation.

A question on the use of cocaine in "crack" or "free-base" form was added to the current survey. Lifetime use of this form of cocaine was reported by 2% of 7th, 5% of 9th, and 9% of 11th grade students. Most of these students had used crack only once or twice. Virtually no 7th, less than 1% of 9th, and only 2% of 11th grade students reported using crack 7 or more times. As in the previous survey, by grade 11 more students have tried marijuana than tobacco cigarettes. The current survey shows slight declines in the percentage of students who have smoked cigarettes for grades 7 and 11, and a larger decline for grade 9 students (24% currently vs. 34% in 1985-86).

Fifty-seven percent of 9th and 72% of 11th grade students reported that marijuana is "fairly easy" or "very easy" to obtain. For alcohol these figures are 70% and 83%, respectively.

Twenty-one percent of 9th and 26% of 11th grade students reported that they were aware from "once a week" to "once a day" that another student had come to class high on alcohol or other drugs. Another 17% of 9th and 22% of 11th grade students were aware about "once a month" of another student being high in class.

On current use of the seven most commonly used substances, 7th grade boys reported significantly more use of beer, liquor, and inhalants than did 7th grade girls. At grade 9, boys reported more beer and marijuana use, and girls more wine drinking. For grade 11, girls also drank more wine, while boys used more beer, liquor, marijuana, cocaine, and inhalants. The sexes did not differ on cigarette use at any grade level.

Comparisons among racial/ethnic groups at each grade level on current use of the seven most commonly used substances showed patterns similar to those reported in 1985-86. American Indian and White students were the most frequent users and Asians the least frequent users. The substance associated with the greatest variation among ethnic groups at grade 11 was marijuana, with American Indians reporting more frequent use than Whites and "Others" using more frequently that Blacks and Hispanics, and the former using more frequently than Asians. Other substances on which there was similar variation were beer, liquor, and cigarettes.

Current use of the same seven substances did not show as pronounced variation among regions of the state as was the case in 1985-86, especially at grade 9. Grade 11 students in the Southern region reported higher rates of use in the case of several of the substances.

Compared to 1985-86, most statistically significant declines in substance use can be attributed to boys in grade 7. In contrast, most declines on specific substances among 11th graders may be attributed to girls, although marijuana, the most commonly used non-alcoholic drug, was used less by 11th graders of both sexes. Polydrug use also declined for both sexes. With one exception (wine for 7th grade boys) alcohol use failed to show declines comparable to those for the illicit drugs and polydrug use.

Among racial/ethnic groups drops in substance use among 7th grade students are associated primarily with Hispanics and Whites. At grade 9 Whites and, to a lesser degree, students who classified themselves as "Other" are the racial/ethnic classifications mainly responsible for declines in drug use. For grade 11 Hispanics and Whites report lower rates of use for many substances and students in the "Other" group for several.

The survey also assessed attitudes and experiences related to alcohol and other drug use. Changes in this information since the previous survey are consistent with reduced levels of drug use. For example, students were asked whether or not they would endorse various reasons for not using alcohol or drugs. Compared to the 1985-86 survey, students more frequently endorsed "lose friends who don't approve" (52% currently to 42% two years ago) and

"disappoint yourself because you have chosen not to drink or use drugs" (39% to 30%). These and other responses suggest a peer climate that is less supportive of substance use and more frequent personal commitment to sobriety on the part of individuals.

Two thirds of 11th grade students believe that "social events outside of school" and "friends outside of school" are places where "most kids use drugs." About one third believe that "school during the day" or "school events" such as games and dances are places where the majority of students use drugs.

Higher proportions of students in the current sample also report positive personal effects from prevention education programs. Current students also cite school programs and parents somewhat more often as sources of information about drugs and "own experience" somewhat less often. Slightly more students, especially at grade 11, see their parents as strongly opposed to drugs other than alcohol. Among current 11th graders, 47% characterize their parents as "strongly opposed" to (the student's) use of alcohol compared to 87% for marijuana. The double standard among parents of older children about alcohol compared to other drugs is readily apparent in these data.

Changes in substance use and related information are not likely to be due to changes in the 1987-88 California sample, since comparative percentages were calculated only for the 39 schools at grades 7 and 9 and 41 schools at grade 11 which participated in both surveys.

In the two years since the first survey the social climate opposing the use of illicit drugs has increased in apparent militancy. As a result of this less tolerant climate, there may have been a consequent increase in the tendency on the part of students to give more socially desirable responses even to an anonymous questionnaire. This possibility rather than actual declines in substance use could account for part of the reported decline in substance use between the 1985-86 and 1987-88 results.

During the last two years there also has been an increased emphasis on prevention programs along with continued attention from the media to the dangers of drug use. The declines in reported substance use hopefully reflect the real impact of these positive influences. Several findings of the survey provide support for this latter interpretation, including greater perceived parental opposition to substance use and evidence that the peer climate is less supportive than it was previously.

Lastly, this is a survey of young people enrolled in schools. The data tell us nothing about substance use of students who have dropped out. Unfortunately, by the end of senior high school in California as many as one third of youth of school age are no longer in school. Substance use among members of this population is likely to be higher than that recorded in this survey.

INTRODUCTION

The second survey of drug and alcohol use among 7th, 9th, and 11th grade students enrolled in California's public secondary schools was conducted December 1987 to February 1988.

The current survey, like the initial survey in 1985-86, was sponsored by the Attorney General of California. The close association between crime and related social problems and alcohol and other drug use has led law enforcement in California to assign a high priority to the prevention of substance use and abuse.

The purpose of the survey is to provide information on levels of substance use and related attitudes and experiences among young people who are enrolled in public schools. This second survey also seeks to determine whether substance use among California teenagers has increased or decreased since the initial survey.

In the last two years, prevention programs have been significantly augmented by schools and community agencies. The media have also given considerable attention to the dangers of drug use. The presumption is that illicit drug use will have declined over the 1985-86 levels. While this report will identify any changes that have occurred, the nature of the data on which it is based permits only speculation as to underlying factors that may have brought about those changes.

Most of the questions on the survey were identical to those administered in 1985-86. Modifications have been made in some questions, and several new questions have been added. The items on use of specific substances remain unchanged.

The survey assessed how often students used a variety of psychoactive substances as well as age of first use and intoxication. It also assessed various student attitudes and experiences related to the use of such substances. The latter included attitudes of friends and parents about use by their children of alcohol and other drugs, the number of adults the student knows who use alcohol or drugs, and the student's perception of the harmfulness of regular alcohol and marijuana use. Students also provided information on sources of drugs, places where students drink or use, reasons for avoiding alcohol and other drugs, availability of alcohol and other drugs, and personal changes in attitudes or behavior resulting from prevention education classes.

The survey was administered to 7,022 7th, 9th and 11th grade students enrolled in 44 senior and 42 junior high or middle schools. The same schools that participated in 1985-86 were contacted for the second survey. All comparisons between 1985-86 and 1987-88 results were made only for those schools which participated in both surveys. This subgroup of schools amounted to about 90 percent of the schools in the respective samples.

USES OF THE SURVEY

The first survey report provided information which has been used throughout California to increase public awareness and to guide the allocation of resources to local prevention and intervention programs. The survey continues to provide the most current and pertinent information available on what is widely considered to be the most serious social problem facing our state and nation. The two surveys now completed plus possible future surveys will document long-term trends in substance use and related factors for the secondary school population as a whole as well as for subgroups based on age, gender, ethnicity, and region. Additional research using the baseline data from the survey may also identify relationships between educational and social policy and changes in patterns of substance use.

The current survey included new questions on a number of indicators of risk of dropping out of school. A second report will provide information on relationships between drop-out risk, other student characteristics, and alcohol and drug use. The nature and frequency of alcohol and drug use among groups at high risk of dropping out of school will be determined in the second report. It is anticipated that a broader set of critical characteristics of at-risk students in California schools will be identified with this research.

THE SURVEY SAMPLES

The sampling procedures used in the survey were described in detail in the first survey report by Skager, Fisher & Maddahian (1986). This information will be summarized along with related information on the current sample.

Grade Levels Assessed

The survey was administered at the 7th, 9th, and 11th grades. The 7th grade is usually the first year of secondary school. Previous local and county surveys have consistently shown that alcohol and drug use among 7th graders is still relatively infrequent even compared to one year later. The 7th grade thus provides a baseline measure for entry into secondary school. Since the modal age among seventh grade students is 12 years, this grade level provides a pre-teen assessment.

Grade 9, depending on local school organization, is either the last year of junior high school or the first year of senior high school. It is thus a transitional year. In previous surveys, substance use rates have been found to rise from minimal levels at Grade 7 to approximately 2/3 of the rates of use reported in the 11th grade.

The 11th grade is one year before graduation from high school. In earlier local surveys, school officials consistently preferred to assess at this grade level rather than grade 12. Their argument was that an assessment in the middle high school year is (a) more useful from the perspective of program planning and (b) that prevention programs should be geared to reduce rates of substance use as early as possible in high school.

Sampling Schools: Senior High

The sampling plan for senior high schools incorporated four sampling variables: (1) region, (2) senior class enrollment, (3) socio-economic status, and (4) percent limited and non-English speaking students (LES/NES). Six regions of the state were defined: San Francisco, Los Angeles, San Diego, Northern, Inland/Southern, and Central. The counties in each of these regions are listed in Appendix I.

The three additional stratification variables were then dichotomized by region at their respective medians. This process created 48 sampling cells, of which 10 were empty and 8 others virtually empty. Schools in the remaining 30 cells were randomly sampled proportionally to the number in each cell and with a maximum total high school sample fixed at 50 schools. Schools which did not agree to participate were replaced by an additional random selection from the same cell. Finally, very small schools enrolling less than 25 students (of which there were 48 in 1985) were excluded. Of the 50 high schools selected, 45 ultimately completed the 1985/86 survey. At grade 11, 41 of these same schools participated in the current survey. Three of the schools in the first survey did not participate this time. Two of the original sample of senior high schools unable to participate in the first survey did take part in the second survey. One of the continuation high schools in the first survey was replaced with an equivalent school for the second survey. The current 11th grade school sample thus consists of 44 senior high schools, 41 of which were also in the 1985-86 sample.

Sampling Schools: Intermediate

Since statewide data comparable to that used to stratify the high school sample were not available for junior high and middle schools, an alternative sampling plan had to be developed. Participating high schools were asked to name a "feeder" intermediate school sending all, or nearly all, of its graduating students to their high schools. The intermediate school sample was thus linked to the senior high sample.

In the great majority of California school districts, grade 9 is the beginning of senior high school. However, there is a significant minority of junior high schools enrolling students in grades 7 through 9. For this reason, the 9th grade school sample, while comprising mainly senior high schools, also includes several intermediate schools.

In addition, "feeder" intermediate schools were not identified for the four continuation high schools. Only grade 11 students were surveyed in these four schools, since very few 9th grade students are enrolled in continuation high schools in California.

A total of 42 intermediate schools participated in the 1987-88 survey. At grade 7, where all schools were intermediate schools, 39 schools had participated in the earlier survey. For the 9th grade (based on a sample incorporating both senior and intermediate schools) 39 schools were repeaters from the earlier survey.

Sampling at the School Level

Participating schools were provided with detailed instructions for drawing a 15 percent sample of English-speaking students at each grade level to be assessed. Details of this and other procedures for administration and return of the questionnaires were sent to the school principals (see Appendix II). For very small schools a minimum of 25 students was set even if this exceeded 15% of the student body at that grade level. Project personnel telephoned all principals and (where appropriate) staff members assigned to supervise the assessment to answer questions about procedures.

THE QUESTIONNAIRE

Two versions of the questionnaire were developed. The longer version was administered to the 9th and 11th grade students. A somewhat shorter version, making fewer demands on reading comprehension skills, was administered to 7th grade students. Both versions evolved from questionnaires used over the past several years in surveys done in school districts throughout the state of California. (See two versions of the questionnaire in Appendix IV.)

The Ninth and Eleventh Grade Questionnaire

Questions assessing the use of specific substances were taken originally from items used in a longitudinal investigation of adolescent drug use sponsored by the National Institute on Drug Abuse Etiologies. Other questions were developed in previous surveys to assess attitudes and experiences of students in relation to alcohol and other drug use. A set of questions on the type and intensity of alcohol/drug prevention education was modified from the 1985-86 version of the California State Survey.

Several new items were added to the current version of the questionnaire. Questions added to the substance use section included: steroids, smokeless tobacco substances, needle use, and use of cocaine in "crack" or freebase forms. In addition, a section was included to assess risk-factors for dropping out of school. Brief descriptions of specific areas of content follow.

Demographic information: On the face sheet of the questionnaire students were asked to write in the name of their school as well as their grade level and age in years. They also were asked to check their sex and ethnic group, the latter from the following categories: Asian, Black, Latino/Mexican/ Hispanic, American Indian, White/Anglo, and Other. A final item was included which asked students to indicate whether or not they were born in the United States.

Single substance use: Students were asked to report how often in the past six months they had used each of 17 substances without a doctor's prescription. They responded on the following scale: 1 = never; 2 = once or twice; 3 = a few times; 4 = once a month; 5 = once a week; 6 = once a day; 7 = more than once a day. Three forms of alcohol (beer, wine, and liquor) were included in the list along with common illicit substances such as marijuana and medically controlled substances such as barbiturates. Where appropriate, "street" names for substances were also provided, e.g., for cocaine the terms "coke", "rock", "base", "snort", "snow", "crack", and "flake" were listed.

Polydrug use: One question asked for the number of times in the previous six months the student had used more than one drug on the same occasion, for example beer and marijuana. Response alternatives defined a 5-point scale from "never/don't use" to "often, more than 10 occasions".

Crack, needle use: Use of "crack", "freebase", "rock", "rush", "supercoke", or "gravel" was assessed using a 5-point scale from "never" to "more than 10 times". This response scale was repeated in the question regarding needles in which students were asked to report either personal or shared use.

Age of first use and intoxication: Students were asked to write in, if appropriate, the age at which they first (a) tried alcohol (b) felt high or intoxicated from alcohol, (c) tried drugs, and (d) felt high from drugs.

Substance used for first high: A single question asked which substance(s) had been used the first time the student felt high or intoxicated. In addition to the negative response, the alternatives were: beer or wine, hard liquor, marijuana or hashish ("grass", "weed", "hash"), uppers (amphetamines or cocaine), inhalants ("sniffing glue", "paint", "rush", "poppers", etc.) and other.

Adults known by student who use alcohol/drugs: Students were asked to indicate the number of adults they knew who used alcohol, marijuana, cocaine, or pills on a 5-point scale from "none" to "all".

Peer acceptance of alcohol/drug use: Four questions assessed the degree of approval vs. disapproval of the respondent's closest friends towards another student who (a) gets obviously intoxicated on drugs or alcohol on a regular basis or (b) uses either substance regularly but does not show signs of intoxication. Response options ranged from "would avoid, see as unhealthy" to "my friends are pretty much like that where drug and alcohol use is concerned". In the current version of the survey drugs and alcohol are assessed separately for the two conditions.

Perceived harmfulness of regular alcohol/drug use: Students were asked to rate the harmfulness of regular (daily or almost daily) use of alcohol and marijuana on a 5-point scale of "harmless" to "extremely harmful".

Parents' acceptance of alcohol/marijuana use by student: Two questions assessed perceptions of parental acceptance of alcohol vs. marijuana use by the student. The response scales varied from "strongly against" to "strongly in favor".

Cigarette smoking: Students were asked how often in the previous month they had smoked cigarettes. The response scale varied from "never, I don't smoke cigarettes" to "more than a pack (20) a day".

Tobacco dipping/snuffing: Frequency of tobacco dipping and snuffing in the past month was ascertained using a 6-point scale ranging from "none" to "more than 10 times per day".

Steroid use: Students were asked to report their use of steroids to "build up muscle and increase endurance" in the past year using a 3-point scale ranging from "none" to "regularly".

Sources of knowledge about drugs: Respondents were asked to indicate the sources of their knowledge about drugs from the following list: friends, parents, school classes or programs, own experience, brothers or sisters, and movies or television.

Sources of drugs: Students were asked where students at their school got drugs. Response options included: home, other family members (not at home), school, parties and social events outside school, friends outside school, restaurants or other businesses, dealers, other sources, and don't know.

Location of drug use: Respondents were asked to indicate where most students at their school who were "into drugs" used them. Alternatives included: home, school during the day, school events, parties or events outside school, and other or don't know.

Reasons for student alcohol/drug use: Respondents were asked to check one or more reasons why students used alcohol or other drugs. Responses included getting away from problems, experimentation, friend's use, to feel good, and lack of other things to do.

Reasons for not using alcohol/drugs: Students were asked to select good reason(s) for not using alcohol or other drugs. Responses included danger of becoming an addict or alcoholic, getting into trouble with authorities, loss of friendships, disappointing parents or other adults, and disappointing self.

Student perceived difficulty in obtaining alcohol/drugs: Two questions asked students to evaluate, independently, the difficulty in obtaining alcohol or drugs. A 5-point scale was used ranging from "very difficult" to "very easy". A "don't know" alternative was also provided.

Presence of intoxicated students at school: Students were asked to indicate whether they had noticed another student in class who was high from drugs or alcohol in the past year. Alternatives included: never, once or twice a year, one a month, once a week, every day, and don't know.

Experience and effects of school drug prevention classes: First, students were asked to indicate whether or not they had taken any classes in school focusing on alcohol or other drug use in the past year. If "yes" was marked, the student was branched to an item asking who taught the class. Options provided were: regular teacher or school counselor, policeman/woman, parent or volunteer, older student(s), former drug or alcohol user, and other. The final item in this set asked students to indicate how their class experience had affected them. The following alternatives were provided: avoidance/reduction in use of alcohol or drugs, resistance or pressure to use, learned harmful effects of alcohol/drugs, helped understand/deal with feelings, helped make/keep friends, helped to talk/get along better with parents, increased involvement in extra-curricular activities, had no effect on student, and student had previously decided not to use drugs or drink alcohol.

The Seventh Grade Questionnaire

The questionnaire administered to 7th grade students was identical to the senior high questionnaire in the case of the following groups of questions: demographic information; substance use items; polydrug use; age of first use and intoxication; needle use; harmfulness of alcohol and drugs used regularly; parents' opinion about alcohol vs. marijuana use by the student; use of crack; use of cigarettes; tobacco dipping and snuffing; sources of knowledge about drugs; reasons for not using alcohol or other drugs; academic performance; acting out behaviors; and participation in organized school activities.

The following item categories were omitted: substance used for first high; adults known by student who use alcohol/drugs; peer acceptance of alcohol or drug use; steroid use; where students use of drugs; reasons for student alcohol/drug use; difficulty in obtaining alcohol/drugs; effects of school prevention classes; and presence of intoxicated students at school.

Additional questions were written for the 7th grade questionnaire, some of which were simplified versions of topics covered in the senior high survey.

Attitude of best friends about alcohol/drugs: Two questions asked about the attitudes of the student's best friends about alcohol and drugs. In addition to a "don't know" option, responses varied on a scale from "already tried it" to "probably never will want to drink (use) alcohol (drugs)".

School learning related to drugs: Seventh grade students were asked to indicate whether they had learned anything in school classes about any of the following: effects of different drugs; how to say "no" to peers who offer drugs; physical damage caused by drugs; how to make decisions in light of personal values; alternatives to drugs and alcohol; has not affected the student; and had no classes. This item closely parallels the senior high item on this topic.

Sources of drugs: This item was essentially the same as that used in the senior high schools with the exception that two alternatives were eliminated. These were: (a) other family members (not at home) and (b) restaurants or other businesses.

The senior and junior high questionnaires were each designed to be completed by English-speaking students in about 30 minutes. Total assessment time, including instruction and going to and from the testing room, should not have exceeded one class period.

Securing the Cooperation of School Districts and Schools

As in 1985, a letter from Attorney General John K. Van de Kamp requesting cooperation and explaining the survey was sent to superintendents of participating school districts. All agreed to participate in the second survey. Next, letters were sent from the project director to principals of the schools targeted for the survey. Instructions for completing the survey were also provided, along with sample letters to parents explaining the survey and how their children were selected. Copies of all these materials are provided in Appendix II.

All superintendents were contacted by telephone after allowing time for receipt of the Attorney General's letter. Regular telephone contact as necessary with principals and appropriate staff at participating schools was maintained throughout the survey.

Administration of the Questionnaire

It was strongly recommended that the survey be administered in a hall or room other than the students' regular classroom. Proctors were to remain far enough away from students so as to be obviously unable to observe individual responses. Likewise, students were to be seated so they could not observe each other's responses. It was also strongly recommended that the principal or other authority begin the session by stressing the importance of the survey and its voluntary and anonymous character. Finally, supervisors were advised to have students place their completed questionnaires in a box instead of handing them to an adult or another student. It was made clear that the guarantee of anonymity would be apparent to the students if these conditions were established in the assessment.

PREPARING THE DATA: THE FINAL SAMPLE

The questionnaire data were scrutinized for inconsistencies and improbable response patterns. The data were also statistically weighted to take into account over- or under-sampling at the school level. These two processes will be described briefly. The final sample will be described by grade, gender, and ethnic group.

Checking the Questionnaires

A total of 7,022 completed questionnaires were received. Clerical checking eliminated 130 questionnaires for the three grade levels, of which 58 were incomplete, 26 inconsistent (certain responses to substance use questions were incompatible with other responses), 17 showed extremely improbable substance use frequencies, e.g., checking daily use for all or nearly all substances, 26 reported a grade level other than those assessed, and 3 failed to fill in demographic information.

After the data had been keypunched, a computer search for "outliers" identified 24 additional 11th grade questionnaires with from three to nine substances checked for daily use. These patterns were examined, and 8 cases were eliminated for highly improbable response patterns. For the 9th grade, 12 additional outliers were identified from which 3 cases were eliminated. While dropping such cases is based on judgmental, rather than objective criteria, the effect on the results is deliberately tilted toward conservative instead of inflated estimates of substance use.

Weighting the Data

For the previous survey an elaborate weighting system was used which adjusted the data for over- or under-representation at the school, cell, and regional level (see Appendix IV of the 1985-86 report). Comparisons between the means of the 17 substances for unweighted vs. weighted data revealed that the only differences observed were of a trivial magnitude.

For the current report the data were weighted only at the school level. That is, school frequencies were adjusted for over- or under-sampling based on average per grade enrollment at each participating school. The comparison between weighted and unweighted means in the previous study established that the sample was accurately representative of the classifications used in the sampling procedure. The only likely distortions corrected by the original system of weighting would have been generated from over- or under-sampling at the school level, which did occur in a number of instances in both surveys. The effects of an additional weighting of the current data to assess the effects of correcting for differences between the two surveys on gender distributions will be described later.

Number of Cases in the Sample

Table 1 summarizes the sample by grade and gender. The same breakdown for the 1985-86 sample is also given. The final 1987-88 sample consisted of 1,940 7th grade students, 2,288 9th and 2,653 11th grade students for a total of 6,881 students. Compared to 1985-86 the current 7th grade sample contains a somewhat higher proportion of girls and the current 9th grade sample a slightly higher proportion of girls. The current 11th grade sample is almost identical to the earlier sample with respect to gender distribution.

TABLE 1
Number of Respondents by Sex and Grade

	Grade 7		Grade 9		Grade 11	
	M	F	M	F	M	F
1985-86	1,052 (50.9%)	1,014 (49.1%)	1,240 (49.4%)	1,269 (50.6%)	1,350 (49.5%)	1,378 (50.5%)
1987-88	903 (47.8%)	985 (52.2%)	1,076 (48.2%)	1,158 (51.8%)	1,302 (49.9%)	1,306 (50.1%)
Totals*						
1985-86	2,087		2,553		2,759	
1987-88	1,940		2,288		2,653	

*Includes cases not identifying sex

Racial/Ethnic Composition of the Sample

Breakdowns on racial/ethnic composition of the sample are given by grade level in Table 2. As was the case for the 1985-86 sample, the percentage of Caucasians rises with grade level, while the percentage of students classifying themselves as "other" declines. Hispanic representation is close to 30 percent in grade 7 and just over 26 percent for grades 9 and 11. Between 9 percent and 11 percent of the sample is Black, with the highest representation at grade 11. Asians varied between 10 percent and 13 percent depending on grade level. Compared to the earlier sample, Hispanic representation increased, White representation decreased and Asians and Blacks held at approximately the same levels. (A few students skipped the question on ethnicity. The column totals for the 87-88 sample would thus be lower than the total N for each grade level).

TABLE 2
Number in Racial/Ethnic Groups by Grade

	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Asian	183 (8.9%)	193 (9.9%)	218 (8.7%)	305 (13.3%)	290 (10.5%)	263 (9.9%)
Black	197 (9.5%)	193 (9.9%)	245 (9.7%)	201 (8.8%)	322 (11.7%)	293 (11.0%)
Hispanic	518 (25.1%)	566 (29.2%)	607 (24.2%)	597 (26.1%)	545 (19.8%)	711 (26.8%)
American Indian	84 (4.1%)	71 (3.7%)	75 (3.0%)	81 (3.5%)	65 (2.4%)	58 (2.2%)
White	811 (39.2%)	661 (34.1%)	1161 (46.2%)	926 (40.5%)	1375 (50.0%)	1177 (44.4%)
Other	274 (13.3%)	241 (12.4%)	207 (8.2%)	167 (7.3%)	154 (5.6%)	138 (5.2%)

FINDINGS OF THE SURVEY

The findings of the survey begin with a comparison of overall use of each substance for 1985-86 vs. 1987-88 followed by summaries of frequency of current substance use and age of first use and intoxication. This information is followed by sub-sections dealing with environmental influences on drug and alcohol use, attitudes and beliefs about alcohol and drug use and prevention education. Additional findings, new to the 1987-88 survey, are presented on the use of crack/freebase, needles (including sharing of needles) and steroids. The last section of the findings (a) analyzes substance use by gender, ethnic group and geographical region for the current sample only and (b) identifies for the 1985-86 vs. current samples changes in alcohol and drug use associated with gender and ethnicity.

USE OF ALCOHOL AND OTHER DRUGS

This section will first present for each grade level (a) significance tests for differences between mean use of each substance for the current and earlier surveys and (b) summary percentage frequencies for total, weekly, and daily use of specific substances, also for both surveys. Results for specific substances will be followed by results for other information collected in the survey. Comparisons between 85-86 and 87-88 results will be made where appropriate.

Comparison of 85-86 vs. 87-88 Mean Use

Table 3 gives the results by grade level of t-tests for differences in mean frequency of use in the 85-86 vs. 87-88 surveys for each of 17 substances and polydrug use. Only those schools which participated in both surveys were used in the analyses in Table 3. Results in this table are shown only for substances for which there was a significant difference at one or more grade levels.

Because of a possible under-estimation of error terms when subjects from a complex sample constitute the unit of analysis (usually referred to as "design effects"), schools were used as the unit of analysis in the calculations reported in Table 3. The resulting loss of degrees of freedom (from the number of students to the number of schools) results in much more conservative tests of the differences.

Examination of Table 3 reveals that all pairs of 85-86 vs. 87-88 means shown in the table (as is also the case for means of substances not shown because there were no significant differences) are either approximately the same, or the current mean is significantly lower than the 1985-86 mean. The general pattern is thus one of general decline in average use for most substances except for the three types of alcohol (the latter with the single exception of use of liquor by 9th graders).

Marijuana use shows significant declines at all three grade levels. So does polydrug use. Hashish, cocaine, mushroom, barbiturate, and sedative use all drop for grades 9 and 11. Amphetamine use declines significantly for grades 7 and 9. Use of LSD and inhalants drops for grade 7, and the inhalant use falls barely short of a significant decline for grade 9 students.

TABLE 3
Significant T-tests for Mean Use of Substances and Polydrug Use for Schools in 1985-86 vs. 87-88 Surveys

Substance	Grade 7 n = 39 Means[1]	t[2]	Grade 9 n = 39 Means	t	Grade 11 n = 41 Means	t
Liquor	1.31 1.28	---	1.89 1.73	2.13[a]	2.23 2.2	---
Marijuana	1.9 1.1	3.37[c]	1.86 1.5	3.96[d]	2.29 1.9	3.09[b]
Hashish	1.03 1.02	---	1.2 1.06	4.82[d]	1.3 1.17	2.69[b]
Amphetamines	1.04 1.01	3.59[c]	1.19 1.1	3.4[c]	1.36 1.29	---
Cocaine	1.05 1.04	---	1.22 1.1	4.24[d]	1.42 1.28	2.06[a]
LSD	1.03 1.01	2.41[a]	1.07 1.05	---	1.16 1.11	---
Mushrooms	1.07 1.06	---	1.08 1.05	2.38[a]	1.15 1.09	2.31[a]
Barbiturates	1.02 1.01	---	1.06 1.03	3.02[b]	1.09 1.05	2.03[a]
Sedatives	1.02 1.01	---	1.06 1.03	2.84[b]	1.1 1.06	2.59[a]
Inhalants	1.25 1.17	3.55[c]	1.25 1.2	---	1.2 1.17	---
Polydrug	1.15 1.11	2.34[a]	1.54 1.38	3.01[b]	1.88 1.68	2.19[a]

[1]Order of means reflects 85-86 and 87-88 samples.
[2]Values of p are given in parentheses, coded as follows:
(a) = $p < .05$; (b) = $p < .01$; (c) = $p < .001$; (d) = $p < .0001$.

Frequency of Use

As in the previous report, frequency of use will be reported for (a) total use in the previous six months, (b) weekly or more frequent use, and (c) daily use.

Total Use: Table 4 contains a summary of the percentage of students at each grade level who reported having used each substance at least once in the past six months. California students, regardless of grade level, reported more frequent use of alcohol (beer, wine, and liquor) than any other substance surveyed.

Reported use of alcohol increases with grade level, with beer being the most popular. About 4 in 10 students in the 7th grade reported drinking beer at least once, and this proportion increases to close to 7 in 10 students at grade 11. While liquor was the least popular form of alcohol at grade 7, the gap between frequency of beer vs. liquor use narrows at grades 9 and 11. By grade 11 over half the students reported that they drank hard liquor.

Again total alcohol use remained relatively stable in the time period between the two surveys at all three grade levels. The only significant drop occurred for total use of liquor by 9th graders.

Marijuana was the next most frequently used drug for grades 9 and 11 (22% and 33% respectively). Inhalants were used more often than marijuana by 7th grade students (13%), as in the previous survey. This class of substances is popular with younger students. Use of inhalants remains at 13% at grade 9, decreasing to 10% at grade 11. Total use of inhalants declined by 5% or almost one third among 9th grade students.

Declines in total marijuana use between 85-86 and 87-88 are quite substantial for students in grades 9 and 11. Eleven percent fewer 9th grade (a drop of 1/3) and 9% fewer 11th grade (a drop of almost 1/4) students reported using marijuana one or more times in the previous six months.

Cocaine, a powerful stimulant drug which is highly addictive was used in grades 7, 9, and 11 by 2%, 5%, and 11% of students, respectively. Cocaine ranks 5th in reported use among 11th grade students (after the three types of alcohol and marijuana). Very few 7th grade students in either survey reported any use of cocaine. The decline for the current survey in total cocaine use among 9th graders is almost one half for 9th and almost one-third for 11th graders.

Less than six percent of 7th and 9th grade students reported using any of the remaining substances, although percentages for each are higher at grade 9. For the 11th grade, just over 1 in 10 students used amphetamines. Total amphetamine use declined by more than one half for 9th and one-third for 11th graders. Each of the remaining substances was used by less than 7% of 11th graders. Reported heroin use is lowest of all drugs at grades 9 and 11.

TABLE 4
Percentage Using Each Substance at Least Once
in Previous Six Months for Grades 7, 9, and 11

Substance	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Beer	41.1%	40.3%	61.0%	57.7%	69.2%	68.3%
Wine	40.1	38.2	56.1	52.4	62.0	59.1
Liquor	20.8	18.4	43.7	38.9	53.1	52.4
Marijuana	9.7	5.8	32.2	21.6	42.1	32.8
Hashish	1.7	1.0	9.8	3.1	13.1	7.6
Amphetamines	2.2	1.3	10.5	3.9	15.3	10.6
Cocaine	2.8	1.8	9.7	5.3	17.6	11.2
LSD	1.4	0.8	4.1	3.1	6.0	6.4
Mushrooms	3.4	3.1	5.8	3.3	8.8	5.3
Other Psychedelics	1.2	0.7	2.0	0.9	2.5	1.4
Barbiturates	1.2	0.8	4.3	1.9	4.0	2.2
Sedatives	1.0	0.9	3.9	1.9	5.4	3.2
Tranquilizers	2.7	2.5	7.2	5.4	8.1	5.9
Inhalants	17.6	12.6	16.3	13.2	13.8	10.2
PCP	1.5	1.7	3.1	2.6	3.1	3.1
Heroin	1.1	1.3	1.1	0.9	1.2	0.9
Other Narcotics	1.9	1.3	5.8	4.9	9.4	7.5

Weighting for gender: It was noted in Table 1 that the proportion of girls in the current sample as compared to the 1985/86 survey, was somewhat higher for grade 7, and slightly higher at grade 9. To assess the possible effects of these changes the current data were weighted to reflect the exact gender proportions in the earlier study. Results for total use (corresponding to Table 4) are given in Appendix III.

Adjustments for sampling differences in gender produce generally small increases in total use percentages for some substances at grades 7 and 9, as would be expected with greater weight being assigned to responses by boys. None of the changes are large enough to affect the conclusions of this survey. Changes in percentages of weekly and daily use were very small and consequently are not reported in Appendix III.

In addition, the adjustment for gender representation is confounded by the fact that cases had to be removed from the current sample who failed to identify their sex. While the number of these cases is relatively small compared to the total (see Table 1), their loss conceivably could account for the small differences in total substance use rates in Appendix III. Worse, any comparison of the gender-adjusted frequencies with the 1985-86 results would then be questionable, since the latter included data from respondents who did not report their sex.

Weekly use: Weekly or more frequent use of commonly used substances is summarized in Table 5. Beer was the only substance with reported weekly use of over one percent (2%) by 7th grade students. In grade 9 weekly beer drinking was reported by 8.5% of the students. By grade 11, approximately 1 student in 5 drank beer weekly or more often. Weekly use of liquor and marijuana was about equal at grades 9 and 11. Weekly use of all other substances was under 2% for all grade levels.

TABLE 5
Percentage of Students Using Seven Commonly Used Substances Once a Week or More Often by Grade Level

Substance	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Beer	2.4%	1.6%	11.9%	8.5%	20.1%	19.5%
Liquor	1.2	0.9	7.0	4.4	9.6	7.8
Marijuana	0.9	0.6	9.3	4.3	13.4	8.5
Cocaine	0.4	0.3	1.4	0.8	3.0	1.2
Amphetamines	0.2	0.0	1.2	0.7	2.4	1.6
Inhalants	0.8	0.6	1.1	1.0	0.9	0.7
Mushrooms	0.2	0.4	0.6	0.1	0.4	0.3

Compared with 85-86, current weekly use rates dropped most sharply for liquor among 9th graders (almost 1/3) and marijuana among 9th and 11th graders (close to 1/2 and 1/3, respectively). Except for alcohol which shows little change, weekly use rates for the other substances in the table are too low in both surveys to provide meaningful comparisons.

Daily use: Table 6 reveals that for daily use, marijuana replaces alcohol as the most frequently used drug in grades 9 and 11. Two percent of 9th and 4% of 11th grade students reported daily marijuana use in 1987-88. Drinking beer daily was reported by less than 2% of the 9th and less than 3% of 11th grade students. Daily use of other substances is low enough to be virtually negligible for all grade levels.

TABLE 6
Percentage of Students Using Seven Commonly Used Substances Once a Day or More Often by Grade Level

Substance	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Beer	0.7%	0.5%	2.4%	1.4%	3.0%	2.3%
Liquor	0.2	0.2	1.4	0.8	1.4	0.8
Marijuana	0.4	0.3	5.2	2.1	7.4	4.3
Cocaine	0.2	0.1	0.7	0.2	1.1	0.4
Amphetamines	0.1	0.0	0.4	0.3	1.0	0.5
Inhalants	0.5	0.1	0.6	0.5	0.2	0.4
Mushrooms	0.2	0.1	0.3	0.0	0.1	0.1

Comparing the two surveys, there is an approximately 60% reduction in daily marijuana use among 9th and a 40% reduction for 11th grade students. This represents a significant decline in the number of clearly "at-risk" students for the state as a whole, which two years ago was estimated from this particular statistic at over 60,000 students in grades 9 through 12. This number would (conservatively) be closer to 40,000 students at the time of the second survey.

Polydrug Use

The percentage of students who used more than one drug on the same occasion (polydrug use) is summarized in Table 7. Polydrug use refers to any combination of two or more drugs in different categories e.g., beer and marijuana.

TABLE 7
Percentage Reporting Polydrug Use in Previous Six Months
by Grade Level

	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Once or Twice	7.7%	6.4%	15.3%	12.5%	17.8%	14.4%
3 to 6 Times	2.1	1.7	7.0	4.4	9.1	6.9
7 to 10 Times	0.5	0.3	2.5	1.8	5.4	4.2
10 or More Times	0.5	0.4	4.2	2.5	7.0	5.0
Total Use	10.8%	8.8%	29.0%	21.2%	39.3%	30.5%

By totaling all categories of response except "never", just under 9% of 7th, 21% of 9th, and 30% of 11th grade students engaged in polydrug use at least once in the previous six months. The results also suggest that the increase in polydrug use is considerably greater between the 7th and 9th than between the 9th and 11th grades. By combining the last two rows of the table it is possible to estimate monthly polydrug use. Just under 1 in 10 students in grade 11 reported using more than one substance on the same occasion at least monthly.

Between the two surveys total polydrug use dropped by slightly more than one fourth for 9th and slightly less than this same margin for 11th grade students.

Crack, Freebase, and Needle Use

In 1987-88 an item was added to the survey which asked students to report the extent of their experience with crack (also identified as "freebase", "rock", "rush", "supercoke", or "gravel"). Because of the need for information on the possible spread of AIDS, another question solicited the frequency with which students had used or shared a needle to inject drugs.

TABLE 8
Percentage Reporting Use of Cocaine in "Free-Base" or "Crack" Form by Grade Level

	Grade 7	Grade 9	Grade 11
Once or Twice	1.8%	3.2%	5.3%
3 to 6 Times	0.4	0.6	2.2
7 to 10 Times	0.0	0.4	0.5
More than 10 Times	0.1	0.5	1.3
Total Use	2.3%	4.7%	9.3%

Table 8 summarizes responses by grade for crack use. Note that for this question the time frame was not limited to the previous six months, as was the case for other substance use questions. Total use was computed by summing all categories of response except "never", and results indicate that 2% of 7th, 5% of 9th, and 9% of 11th grade students have tried this form of cocaine.

Total use of crack doubles from the 7th to 9th grade and doubles again from 9th to 11th grade. However, only 1% of the students at grade 11 used this substance more than ten times. In other words, virtually all use of crack was experimental rather than regular.

TABLE 9
Percentage Reporting Use of a Needle to Inject a Drug by Grade Level

	Grade 7	Grade 9	Grade 11
Once or Twice	0.3%	0.3%	0.4%
3 to 6 Times	0.0	0.0	0.2
7 to 10 Times	0.0	0.0	0.0
More than 10 Times	0.0	0.0	0.0
Total Use	0.3%	0.3%	0.6%

Table 9 depicts the percentage of students reporting needle use, either alone or shared. Happily, very few students reported this behavior (less than 1% at each grade level). Needle use among California secondary students still in school is virtually nil.

Age of First Use and Intoxication

This section reports the age of first use and intoxication for alcohol vs. other drugs.

Age of first alcohol use: Table 10 summarizes student reports on the age they first tried alcohol. Age categories at the top represent the modal age for each grade level. By reading figures along the diagonal, left to right, one obtains the percentage of students at each grade level who have tried alcohol. By age 12, or grade 7 for most students, 54% had tried alcohol at least once. For 9th grade students, 68% reported having tried alcohol by age 14, the modal age for 9th graders. Finally, 83% of 11th grade students had tried alcohol by age 16, the modal age for this grade level.

TABLE 10
Alcohol Experimentation: Percent Trying Alcohol
at Least Once by Age and Grade Level

	% by Age 11 (Grade 6)	% by Age 12 (Grade 7)	% by Age 14 (Grade 9)	% by Age 16 (Grade 11)
Grade 7				
85-86	50.8%	57.8%		
87-88	45.8%	54.1%		
Grade 9				
85-86	41.0%	56.2%	77.6%	
87-88	34.4%	47.9%	67.9%	
Grade 11				
85-86	29.1%	37.9%	67.4%	85.0%
87-88	28.3%	38.8%	66.4%	83.2%

For this and most of the following tables 1985-86 frequencies were compared with current frequencies by the Z-test for differences in frequencies. Probabilities were derived from the table of the normal curve, again providing a conservative standard for rejecting the null hypothesis.

In Table 10 the values on the diagonal show significant reductions in the percentages of 7th and 9th graders who had tried alcohol by ages 12 and 14, respectively ($Z = 2.36$, $p < .05$ for grade 7 and $Z = 7.54$, $p < .001$ for grade 9). The decline at grade 11 was not statistically significant.

TABLE 11
First Alcohol Intoxication: Percent Intoxicated at Least Once by Age and Grade Level

	% by Age 11 (Grade 6)	% by Age 12 (Grade 7)	% by Age 14 (Grade 9)	% by Age 16 (Grade 11)
Grade 7				
85-86	11.7%	15.8%		
87-88	10.0%	14.5%		
Grade 9				
85-86	12.8%	22.3%	47.1%	
87-88	11.2%	19.0%	37.6%	
Grade 11				
85-86	9.0%	15.2%	42.5%	65.2%
87-88	7.8%	14.6%	40.3%	61.5%

Age of first alcohol intoxication: Table 11 summarizes data on the age at which students report their first experience of alcohol intoxication. Again, reading along the diagonal, by age 12, 15% of 7th grade, by age 14, 38% of 9th grade and by age 16, 62% of 11th grade students report having had their first experience of alcohol intoxication.

The difference between the two surveys was not significant for 7th graders. Fewer 9th ($Z = 6.70$, $p < .001$) and 11th ($Z = 2.88$, $p < .01$) graders had been intoxicated on alcohol in the current survey.

TABLE 12
Other Drug Experimentation: Percent Trying Other Drug(s) by Age and Grade Level

	% by Age 11 (Grade 6)	% by Age 12 (Grade 7)	% by Age 14 (Grade 9)	% by Age 16 (Grade 11)
Grade 7				
85-86	6.6%	10.7%		
87-88	5.8%	9.0%		
Grade 9				
85-86	7.0%	14.3%	35.7%	
87-88	6.1%	11.5%	23.4%	
Grade 11				
85-86	5.8%	10.8%	29.9%	51.4%
87-88	5.8%	10.2%	27.2%	42.4%

Age of first other drug use: Age of first experience with a drug other than alcohol is summarized in Table 12. Nine percent of grade 7, 23% of grade 9, and 42% of grade 11 students reported having used a drug other than alcohol by the time they reached the modal age category for their grade. Just over 4 in 10 students in grade 11 have tried one or more drugs.

The slight drop in the percentage of 7th graders trying drugs other than alcohol was not statistically significant. There was a significant decline on this measure for both 9th and 11th grade students ($Z = 9.46$, $p < .001$ and) $Z = 6.78$, $p < .001$, respectively).

TABLE 13
Other Drug Intoxication: Percent High
at Least Once by Age and Grade Level

	% by Age 11 (Grade 6)	% by Age 12 (Grade 7)	% by Age 14 (Grade 9)	% by Age 16 (Grade 11)
Grade 7				
85-86	4.4%	8.8%		
87-88	3.5%	6.0%		
Grade 9				
85-86	5.7%	11.4%	30.3%	
87-88	4.6%	9.2%	19.9%	
Grade 11				
85-86	5.2%	8.8%	25.1%	45.1%
87-88	4.2%	8.1%	22.9%	36.1%

Age of first other drug intoxication: Table 13 reveals that 6% of 7th grade students reported having been high on a drug other than alcohol by age 12. For 9th grade students this percentage increases to 20% by age 14. Among 11th grade students 36% have been high on a drug other than alcohol by age 16.

All three grade levels showed declines in the percentages of students who had been intoxicated on a drug other than alcohol ($Z = 3.40$ for 7th, $Z = 8.41$ for 9th, and $Z = 6.89$ for 11th graders, in each case $p < .001$).

First Drug of Intoxication

Ninth and 11th grade students were asked to indicate the first substance on which they had been high or intoxicated. A "never high/intoxicated" alternative was provided. This item is of special interest because it provides a direct estimate of the total percentage of students who, regardless of substance, have been high or intoxicated at least once. Table 14 reveals that approximately 46% of 9th graders (compared to 54% in 1985-86) and 65% of 11th graders (compared to 70% earlier) have been intoxicated at least once. This question was modified for the current survey, so it is not appropriate to make statistical comparisons between the two surveys on particular response alternatives.

TABLE 14
Percentage of 9th and 11th Grade Students Experiencing
First "High" on Various Classes of Substances vs. "Never High"

Substance	Grade 9	Grade 11
Never High/Intoxicated	53.7%	34.4%
Beer/Wine	27.6	41.4
Hard Liquor	8.3	10.8
Marijuana/Hashish	9.4	12.2
Uppers (Amphetamines)	0.2	0.5
Inhalants	0.4	0.4
Other	0.5	0.2

For the current sample, Table 14 reveals that 36% of 9th graders and 52% of 11th graders experienced their first intoxication through alcohol (beer, wine, or liquor). Marijuana was the only other substance accounting for an appreciable percentage, with just over 8% of 9th graders and almost 11% of 11th graders using this substance to experience their first high. The remaining substances in the table accounted for only about 1% of first intoxication at both grade levels.

Cigarette Smoking

While nicotine may or may not be considered a psychoactive drug, as are all others that have been discussed up to this point, there is no question that cigarette smoking is highly addictive and that smoking cigarettes poses a serious health hazard. Smoking has also been identified by epidemiological researchers as a precursor and correlate of drug and alcohol use.

TABLE 15
Frequency of Cigarette Use (%) by Grade Level

Frequency (per day)	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Never	84.3%	83.6%	66.4%	76.0%	69.2%	73.3%
A few times	11.7	13.0	20.6	16.7	16.5	14.1
1 or 2 per day	1.4	1.2	3.5	1.9	3.0	2.5
3 to 6	0.8	1.0	3.6	1.9	4.4	3.7
7 to 10	1.2	0.6	2.4	2.1	3.0	2.8
11 to 20	0.2	0.4	1.9	1.1	2.8	2.6
More than 20	0.2	0.1	1.6	0.4	1.1	1.0

On the whole, Table 15 reveals that reported cigarette use was lower than use of drugs or alcohol. Just over 16% of 7th grade students reported ever smoking cigarettes. The percentages for 9th and 11th grades were 24% and 27% respectively. If the categories of 1 cigarette per day through more than 20 per day are collapsed to provide a rough estimate of regular usage, less than 4% of 7th graders smoke daily, while this figure increases to 7% for 9th graders and 13% for 11th graders. For all three grade levels 1% or less appear to be committed to the smoking habit (smoking at least 20 cigarettes a day). In sharp contrast to alcohol and other drugs, there is no meaningful trend toward regular smoking as grade level increases.

TABLE 16
Frequency of Smokeless Tobacco Use (%) by Grade Level

Frequency	Grade 7	Grade 9	Grade 11
None, don't dip or snuff	96.8%	95.3%	94.8%
Once to a few times (not daily)	2.3	3.6	3.4
1 or 2 times a day	0.5	0.4	0.3
3 or 5 times a day	0.3	0.4	1.0
6 to 10 times a day	0.1	0.1	0.2
More than 10 times a day	0.0	0.1	0.3

Tobacco Dipping and Snuffing

Also new to the 1988 survey was an item assessing the extent to which students used alternative forms of tobacco. Students were asked to indicate the frequency with which they engaged in tobacco dipping or snuffing in the past month. Table 16 reveals that just over 3% of 7th grade students reported dipping or snuffing in the previous month. For 9th grade students, this percentage rises slightly to 4.6%. For the 11th grade, 5% had used these forms of tobacco. As in the case of cigarettes, there was no appreciable increase in percent use as at higher grade levels, although daily use was highest for 11th graders at just under 2%.

TABLE 17
Percentage of Grade 9 and 11 Students
Reporting Steroid Use in Past Year

Steroid Use	Grade 9	Grade 11
Never	97.9%	97.8%
A few times	2.0	1.6
Regularly	0.2	0.6

Use of Steroids

An additional item, new to the 1987-88 survey, asked 9th and 11th grade students whether they had used steroids. For this question the time frame is one year, rather than one month or six months. Table 17 summarizes these results. Overall usage for both grades is slightly over 2%. Even at grade 11, the relative percent of regular users is less than 1%.

ENVIRONMENTAL INFLUENCES AND STUDENT ATTITUDES

In the sections that follow findings are provided on potential influences from parents and peers, as well as students' own attitudes about alcohol and drugs.

Adult Use of Alcohol and Other Drugs

Ninth and 11th grade students were asked how many adults they know who use four classes of substances (alcohol, marijuana, cocaine, and "pills" such as sleeping pills or tranquilizers). Note that an individual teenager's view of whom he or she considers to be an adult may vary. Responses were recorded on a five point scale ranging from "1" (None) to "5" (All). The results are summarized in Table 18.

TABLE 18
Percent of Students in Grades 9 and 11 Knowing
(a) None (b) Some (c) Many/All
Adults Who Use Alcohol, Marijuana, Cocaine or Pills

Substance/Grade		Adults Using: None	Some	Many/All
Alcohol				
Grade 9,	85-86	10.4%	39.3%	50.2%
	87-88	11.7	41.8	46.5
Grade 11,	85-86	7.1	35.8	57.1
	87-88	7.6	37.2	55.1
Marijuana/Hashish				
Grade 9,	85-86	49.0	33.6	17.3
	87-88	53.9	32.6	13.5
Grade 11,	85-86	39.2	40.2	20.6
	87-88	43.6	40.1	16.2
Cocaine				
Grade 9,	85-86	69.5	22.9	7.6
	87-88	71.9	21.3	6.9
Grade 11,	85-86	59.6	30.1	10.3
	87-88	61.9	30.2	7.9
Pills				
Grade 9,	85-86	58.2	30.0	11.8
	87-88	60.3	30.3	9.4
Grade 11,	85-86	53.4	33.9	12.8
	87-88	57.2	32.2	10.6

For alcohol, close to half of the students in the 9th grade reported "many" or "all". Over half the sample (55%) of 11th graders indicated that "many/all" of the adults they knew drank. When the "some" and "many/all" categories are collapsed, over 8 in 10 students, regardless of grade level, know at least some adults who drink alcohol.

Differences between the 1985-86 and current surveys in percentage of adults students knew who used alcohol were not statistically significant.

At both grade levels acquaintance with adults who use marijuana was considerably less frequent than knowing adults who drank. Just under 14% of 9th graders and 16% of 11th graders reported that many/all of the adults they knew used marijuana or hashish. Combining the last two categories in the table, about 46% of 9th and 56% of 11th grade students knew at least some adults who used these substances.

There were statistically significant declines between the two surveys in the number of adults students knew who used marijuana ($Z = 3.40$, $p < .01$ for 9th and $Z = 3.35$, $p < .001$ for 11th graders).

Almost 4 in 10 students in the 11th grade reported knowing at least some adults who have used cocaine. This proportion drops somewhat to 3 in 10 for 9th grade students. Differences between the two surveys did not reach statistical significance in the case of cocaine.

Exposure to regular "pill" use by adults was somewhat more common than exposure to cocaine using adults. Close to 40% of the 9th graders and almost 43% of 11th graders knew at least some adults who used diet pills, sleeping pills, or tranquilizers once a week or more often.

On the current survey significantly fewer 11th graders reported knowing adults who used pills regularly ($Z = 2.86$, $p < .01$) than was the case in 1985-86.

Acceptance of Regular Use by Closest Friends

In order to assess peer climate, two items used in the 1985 survey were modified. Previously, students were asked to respond to two vignettes about a hypothetical student who uses drugs and/or alcohol. In the current version of the survey, alcohol and drugs were separated in the two vignettes thus producing four items. Two of the items describe a student "who usually gets high on drugs" or "who drinks a lot" but, in both cases, "does not show it." In the other two items the vignettes are modified to indicate that the student typically shows the effects of intoxication. The purpose was to assess the degree to which each behavioral outcome was socially acceptable and the extent to which peer acceptance would vary if the substance used changed from alcohol to drugs.

Respondents were asked to choose which of the following alternatives would best describe the reaction of their four or five closest friends:

- "would avoid, see as unhealthy or unfortunate"
- "would tolerate, but not particularly friendly towards"
- "would see as OK and sometimes join in with that person"
- "my friends are pretty much like that student as far as drug/alcohol use is concerned"

For the purposes of analysis the last two categories were combined into one - "accept/join." The results are tabulated in Table 19.

TABLE 19
Student Perception for Grades 9 and 11
of Best Friends' Reaction (%) to
Various Student Use Vignettes

Friends' Reaction to:	Grade 9	Grade 11
Student who gets high on drugs and shows it		
Avoid	42.0%	32.8%
Tolerate	38.2	39.8
Accept/Join	19.7	27.4
Student who drinks alcohol and gets drunk		
Avoid	25.7%	17.7%
Tolerate	33.1	30.0
Accept/Join	41.1	52.3
Students who uses drugs regularly but does not show it		
Avoid	48.3%	37.8%
Tolerate	35.3	37.3
Accept/Join	16.5	24.9
Student who drinks a lot but rarely gets drunk		
Avoid	29.2%	21.7%
Tolerate	37.5	33.2
Accept/Join	33.3	45.1

In general, peer acceptance increases as a function of age for both alcohol and drugs, regardless of behavioral outcome. However, acceptance decreases as a function of whether the substance was alcohol or drugs. This was true for both grades, and the percentage of reported acceptance was lower for drugs than for alcohol.

Almost 1 in 5 students in the 9th grade (20%) reported their friends would accept or join a student who was noticeably high on drugs. The percentage increases to 27% in the 11th grade. The hypothetically drunk student is accepted by over 4 in 10 (41%) 9th graders and by 1 in 2 (52%) 11th graders.

When the behavioral signs of intoxication are removed from the vignettes, there is a paradoxical decrease in reported acceptance. In the 9th grade, acceptance of the student who uses but rarely shows it drops to 16 percent. Their acceptance of the student who drinks but who is rarely drunk also drops to 33 percent. The 11th grade results follow this pattern, with acceptance associated with the drug vignette dropping to 25 percent and the alcohol vignette acceptance to 45 percent. (This unexpected decrease may simply be due to the order in which the items were presented. Vignettes describing controlled drinking/using were presented second, rather than the other way around as in the earlier survey.)

Grade 7 Perception of Best Friends' Drinking/Using

Because the items reported above are somewhat complex in structure they were not used on the 7th grade questionnaire. Instead, 7th grade students were asked whether most of their best friends (a) had already used (b) had not used yet, but would like to try (c) were unsure if they should try or (d) probably never would use. A "don't know" option was also included.

TABLE 20
Grade 7 Students' Perceptions (%) of Best Friends' Use of Alcohol vs. Marijuana

Response	Alcohol		Marijuana	
	85-86	87-88	85-86	87-88
Most already used	34.3%	36.9%	16.8%	10.9%
Would like to try	4.4	3.2	2.9	3.6
Not sure if they should	5.9	4.8	5.2	4.6
Probably never will	20.1	18.1	46.9	50.5
Don't know	35.4	37.0	28.3	30.4

Table 20 summarizes these findings. The discrepancy in percentages for the "already tried" categories associated with alcohol and marijuana is apparent. Over 37 percent report that most of their friends have tried alcohol, whereas just over 11 percent say the same for marijuana. More than 50 percent of the 7th grade students feel that their friends will probably never want to use marijuana, compared to 18 percent for alcohol. Finally, fewer students in the current sample appear to be uncertain ("don't know") about their friends use of marijuana than is the case for alcohol (30% vs 37%).

Statistical comparisons were computed for the "most have already used" category and the sum of the remaining response categories. On this measure the difference between the two surveys was not significant for use of alcohol by friends. There was a significant decrease in friends' use of marijuana vs. other response categories for the current survey ($Z = 5.46$, $p. < .001$).

Perceptions of Parents' Attitudes About Alcohol vs. Marijuana

Students were asked to rate, on a scale of "strongly opposed" to "strongly favor," their parents' attitudes about their own (the students') use of marijuana and alcohol. Results for this item appear in Table 21.

TABLE 21
Student Perceptions (%) of Parents' Attitudes About
Student Use of Alcohol vs. Marijuana

Attitude	Grade 7		Grade 9		Grade 11	
	Alcohol	Marijuana	Alcohol	Marijuana	Alcohol	Marijuna
Strongly Against						
85-86	63.3%	89.2%	53.1%	86.1%	43.0%	80.5%
87-88	63.7	90.8	57.1	89.4	46.9	86.6
Moderately Against						
85-86	20.3	4.6	28.3	7.2	31.0	9.7
87-88	19.3	3.4	26.6	5.2	32.6	6.7
Neutral/Favor						
85-86	16.3	6.5	18.6	6.6	25.9	9.8
87-88	17.0	5.8	16.2	5.4	20.5	6.9

Regardless of grade level, students perceived their parents to be more strongly opposed to marijuana than alcohol. Further, the reported opposition declined very little with increasing grade levels. Over 90 percent of 7th graders, 89 percent of 9th graders and 87 percent of 11th graders reported that their parents were strongly against marijuana use.

Opposition to alcohol use shows a moderate decline with increasing grade levels. At the 7th grade 64 percent reported their parents to be strongly against. This figure decreases to 47 percent at grade 11.

Current results were contrasted with those for the earlier survey by comparing the "Neutral/favor" category with the total for "Moderately against" plus "Strongly against." There were no differences for 7th grade students. Ninth graders reported a small increase in perceived parental opposition to alcohol ($Z = 1.30$, $p < .05$). Eleventh graders reported increases in parental opposition to both alcohol ($Z = 4.79$, $p < .001$) and marijuana ($Z = 3.93$, $p < .001$).

Harmfulness of Alcohol vs. Marijuana

Students rated the harmfulness of frequent use of alcohol vs. marijuana on a scale from "extremely harmful" to "harmless." These ratings are combined into three categories (extremely, moderately, and harmless) in Table 22.

TABLE 22
Student Ratings (%) of Harmfulness of Frequent Alcohol vs. Marijuana Use by Grade Level

Harmfulness Ratings	Grade 7		Grade 9		Grade 11	
	Alcohol	Marijuana	Alcohol	Marijuana	Alcohol	Marijuana
Extremely						
1985-86	37.9%	71.9%	33.5%	53.4%	44.0%	51.7%
1987-88	40.9	76.0	36.6	63.9	42.2	60.4
Moderately						
1985-86	52.4	23.5	54.9	39.3	48.4	41.8
1987-88	51.5	20.1	55.2	31.4	52.1	35.1
Harmless						
1985-86	9.7	4.5	11.6	7.3	7.6	6.5
1987-88	7.7	4.0	8.2	4.7	5.7	4.6

The majority of students, independently of grade level, judged marijuana more harmful than alcohol. Over 3 in 4 (76%) of students in the 7th grade rated marijuana as extremely harmful. This percentage drops to 64% in grade 9 and 60% in grade 11. Less than 5 percent of the students at each grade level perceived marijuana as a low risk drug.

Alcohol, though considered less harmful than marijuana, elicited similar perceptions at each grade level. Four in ten grade 7 students rated alcohol as extremely harmful. The same ratio prevailed at grade 11 (42%). Ninth graders differed slightly in that only 37 percent assigned this rating. Under 9 percent of all grade levels felt alcohol use was relatively harmless.

Current and 1985-86 results were compared by contrasting the "Harmless" responses with the sum of "Extremely" and "Moderately" (harmful) categories. For grade 7 students in the current survey alcohol was seen as somewhat more harmful than previously ($Z = 2.26$, $p < .05$). Ninth and 11th graders in the current sample thought both substances were more harmful (grade 9 alcohol $Z = 3.97$, $p < .001$; grade 9 marijuana $Z = 3.82$, $p < .001$; grade 11 alcohol $Z = 2.85$, $p < .01$; grade 11 marijuana $Z = 3.11$, $p < .001$).

INFORMATION, MOTIVATION AND AVAILABILITY

This section provides information on how students learn about drugs, where they obtain and use them, why they choose to use vs. abstain, how difficult it is to obtain drugs, and how often other students come to class intoxicated.

Sources of Knowledge About Drugs

Students were asked to indicate whether they had learned about drugs from any of the following sources: friends, parents, school classes, and their own experience. In addition, alternatives on the media and the presence or absence of siblings (especially older) were added to the 1987-88 version of the questionnaire. Results can be found in Table 23.

TABLE 23
Sources of Knowledge (%) About Drugs by Grade Level

Source	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Friends	31.6%	26.7%	58.6%	49.2%	65.6%	65.1%
Parents	38.5	39.1	29.4	38.3	29.2	34.1
School Classes	65.6	65.1	54.2	58.6	58.5	62.6
Own Experience	14.0	10.2	23.5	18.1	37.5	31.5
Brothers/Sister*	--	12.1	--	16.5	--	19.5
Movies/Television*	--	46.4	--	53.5	--	55.0

*Alternative not presented in 1985-86

Sixty-five percent of the 7th grade students cited school classes as a source of information about drugs. Nearly half of the 7th grade students (46%) gain information from movies and television. Through cited slightly less often than the media, parents provide information for close to 40%.

For 9th grade students, a similar pattern is found, with friends and the media taking on greater roles in the transmission of information. School classes are cited most often (59%), television and movies rank second (54%), but friends are reported as a source of drug information by close to 1 out of 2 students.

By grade 11, friends appear to be the most common source of drug information (65%). School classes are cited by slightly more students than at grade 9 (63%). There is relatively little change in the impact of the media (54% at grade 9 vs. 55% at grade 11). Learning through experience moves from about 1 in 10 students at grade 7 to close to 1 in 3 students at grade 11. Finally, depending on siblings as a source of information tends to increase as students get older, but remains the least frequently cited source of information.

Where Students Get Drugs

This item was revised since the 1985-86 survey. Respondents were asked "Where do most kids at this school who use drugs get them?". Response alternatives included home, family members (not at home), school (friends), parties/events outside school, friends (outside school), restaurants or other businesses, and dealers. Note that two categories, other family (not at home) and restaurants or other businesses, were not used on the 7th grade questionnaire. A "don't know" category was provided for all grade levels. These results are summarized in Table 24.

TABLE 24
Student Perception (%) in Grades 7, 9, and 11
of Where Most Drug Users at Their Schools Get Drugs

Source	Grade 7	Grade 9	Grade 11
Home (parents/siblings)	3.3%	12.3%	16.0%
Other family*	----	10.3	14.7
School (friends)	12.2	42.2	53.1
Parties outside school	8.5	46.6	59.1
Friends outside school	14.3	46.0	60.1
Restaurants/businesses*	----	3.4	5.2
Dealers	6.5	27.8	42.2
Don't know	55.2	40.2	33.4

*Alternative not used for seventh grade.

The majority of students (55%) in grade 7 do not know where students get drugs. Of the remaining sources, friends outside the school setting were named most often (14%), closely followed by friends at school (12%). Dealers, by contrast, are reported as sources of drugs by less than 7% at this grade level. Home as a source is rarely cited (3%).

For 9th graders, friends, both inside (42%) and outside (46%) school, become an important source of drugs. The category of parties/events outside also jumps dramatically from grade 7 (8.5%) to 47% at grade 9. The use of dealers also shows a large gain (28%).

By grade 11, the source of drugs most frequently reported is friends outside school (60%). Cited almost as frequently are events or parties outside school (59%). Over 4 in 10 students in grade 11 report dealers as sources of drugs. Friends in the school setting are reported by over half of the students (53%). One-third of students report no knowledge of sources at grade 11.

Restaurants or other businesses did not elicit many responses - less than 6%. Although figures increase as grade level rises, home and other family members likewise were not reported by many 11th grade students.

Where Students Use Drugs

Students in grades 9 and 11 were asked "Where do most of the kids at this school who are into drugs use them?". This item was new to the 1987-88 survey, and the results are found in Table 25.

TABLE 25
Grade 9 and 11 Students' Perception (%)
of Where Most Kids Use Drugs

Location	Grade 9	Grade 11
Home	21.3%	30.9%
School during the day	26.4	31.8
School events (games, dances)	21.5	35.2
Social events out of school	52.4	67.6
With friends outside school	53.6	65.7
Other, don't know	34.5	30.2

Findings for the 9th grade sample identified two primary locations for drug use. Over 52% reported parties and events outside school, and almost 54% checked "with friends outside school". About 1 in 4 (26%) reported students using drugs at school during the day. Reported use at home or at school events was virtually identical at just under 22%.

Increased use for all locations is notable in the 11th grade data. However, as in the 9th grade, the most frequently checked locations were parties (68%) and with friends outside school (66%). Using at school events appears to increase with age (35%), ranking third in the list of locations. Using drugs at school during the day increases to just under 32%, and home use rises to 31%.

Reasons for Using Alcohol/Drugs

Students in grades 9 and 11 were asked for their opinions on "why...most kids use alcohol or other drugs". Alternatives included: getting away from problems, experimentation, friends who use, feeling good, and nothing else to do. Results are provided in Table 26.

TABLE 26
Reasons Most Kids Use Alcohol or Other Drugs (%)
for 9th and 11th Grade Students

Reason	Grade 9		Grade 11	
	85-86	87-88	85-86	87-88
Get away from problems	51.3%	52.0%	52.6%	55.3%
See what it's like	48.5	52.0	50.1	55.2
Because friends use	49.4	60.5	50.3	63.6
Make them feel good	49.2	45.9	55.2	54.4
Bored, nothing else to do	20.5	25.4	26.8	33.7

The most frequently cited reason to use drugs, for both grades, is because their "friends use". The increase in perception of peer influence may reflect a common message in prevention education. The least frequently selected alternative, also independent of grade level, is "had nothing else to do". Experimentation and escape from problems are reported as reasons by over half the students at each grade level. Finally, the notion that using drugs will make one feel good is endorsed slightly more often at grade 11 (54% compared to 50% at grade 9).

Reasons for Not Using Alcohol/Drugs

Students were asked to check which categories they would choose as "good reasons" for not using alcohol or other drugs. Reasons listed included becoming an alcoholic or addict, getting into trouble with police or school, losing friends who do not approve, disappointing parents or other adults who care, and being disappointed with oneself because of having previously decided not to drink or use. With the exception of the last alternative (disappoint self), all categories represent external reasons for not drinking or using in the sense that they depend on the reactions of other people. The last alternative attempted to get at positive, internal motivation. For 9th and 11th grade students this alternative read: "would disappoint yourself because you have chosen not to drink or use drugs". For 7th grade students it read: "would not be the kind of person you want to be". The results have been summarized in Table 27.

TABLE 27
Percent Giving Reasons for Not Using Alcohol
or Other Drugs by Grade Level

Reason	Grade 7		Grade 9		Grade 11	
	85-86	87-88	85-86	87-88	85-86	87-88
Become alcoholic/ addict	78.6%	74.6%	73.4%	79.3%	78.9%	83.8%
Trouble with police/school	60.9	54.9	56.9	59.1	60.6	63.6
Lose Friends who don't approve	54.4	51.5	42.8	52.5	42.2	51.7
Disappoint parents/others	57.8	54.3	56.3	60.4	60.0	63.8
Disappoint self*	54.5	55.0	25.2	32.9	29.6	38.7

*See comment in text on this alternative

The most commonly cited reason at all grade levels is fear of becoming an alcoholic or addict. The proportion of students checking this alternative rises with grade level (75% for grade 7, 79% for grade 9, and 84% for grade 11). For the 7th grade, the remaining reasons are chosen about equally by roughly half of the students.

Profiles for grades 9 and 11 are similar with the exception that the internal motivation alternative (disappoint self) is less frequently chosen than at grade 7. This may be due to the difference in the way the alternative was worded on the two questionnaires. Fear of trouble with the police or disappointing parents are selected by about 6 in 10 students regardless of grade level. The possibility of losing friends is endorsed by just over 50% of the 9th and 11th grade samples.

Responses to this question are particularly important given the general decline in use of drugs other than alcohol in the 1987-88 survey. For 7th graders, though, the differences between the two surveys, while mainly not significant, are in the opposite direction to that which would be expected except for the "disappoint self" response. At grades 9 and 11 differences are invariably in the direction of more students in the current sample citing each reason for not using alcohol or other drugs. For both 9th and 11th graders more students thought there was a danger of becoming an alcoholic or addict ($Z = 4.84$, $p < .001$; $Z = 4.72$, $p < .001$, respectively). For 11th graders only more students were concerned about getting into trouble with police or school ($Z = 2.32$, $p < .05$). For both grades more students were afraid of disappointing parents or others ($Z = 3.03$, $p < .001$; $Z = 2.93$, $p < .01$, respectively).

The largest differences between the two surveys reflect concern about peers ("losing friends who don't approve") and loss of self-regard ("disappoint self"). These responses increased significantly at both grade levels (for losing friends $Z = 6.76$, $p < .001$; $Z = 7.16$, $p < .001$ for grade 9 and 11 and for disappointing self $Z = 5.89$, $p < .001$; $Z = 7.22$, $p < .001$).

The last findings seem particularly important in relation to the overall decline in drug use. Given what is known about adolescent motivation, concern about loss of friends and self-esteem are the most potent reasons on the list. These are also the reasons that show the greatest increase in the period between the two surveys.

Student Perceptions of Difficulty in Obtaining Alcohol vs. Marijuana:

Students in grades 9 and 11 were asked to evaluate how difficult it was to obtain alcohol and marijuana. A four point scale was used, with alternatives ranging from "very difficult" to "very easy". A "don't know" category was also provided. Results may be found in Table 28.

The perception that it is easy to obtain both classes of substances increases with age. Parallel to this finding is the decrease, at grade 11, in the percentage of students reporting that they do not know where to get alcohol or marijuana. Marijuana is perceived as more difficult to obtain than alcohol, but 57% of the 9th grade students feel it is fairly to very easy to obtain. This figure increases to over 70% at grade 11.

TABLE 28
Difficulty (%) in Obtaining Alcohol vs. Marijuana
at Student's Grade Level

Difficulty	Grade 9		Grade 11	
	Alcohol	Marijuana	Alcohol	Marijuana
Very difficult	4.1%	4.4%	2.8%	2.4%
Fairly difficult	8.3	11.2	5.1	5.2
Fairly easy	36.3	31.1	36.3	32.7
Very easy	34.0	25.9	46.6	39.0
Don't know	17.2	27.4	9.2	20.7

Noticing Students at School Who are High on Drugs/Alcohol

Students in grades 9 and 11 were asked to recall how often, in the past year, they had noticed that a student came to class high or intoxicated. These results are summarized in Table 29.

Once or twice a year appears to be the modal response for both grades, accounting for 28% of the 9th graders and 31% of the 11th graders. However, as grade level increased, the percentage reporting never having seen such a student decreased by approximately 10%. Frequencies in all other categories increased at grade 11 with 1 in 9 students reporting this awareness on a daily basis.

TABLE 29
Percentage of Students in Grades 9 and 11 Noticing
Another Student Coming to School High

	Grade 9	Grade 11
Never	24.2%	14.5%
Rarely, 1-2 Times a Year	28.2	30.6
Sometimes, 1 Time a Month	17.0	22.0
About Once a Week	12.9	16.3
Every Day	7.8	9.2
Don't Know	9.9	7.4

PREVENTION EDUCATION

Items assessing alcohol and drug prevention dealt with personal outcomes as perceived by students.

What 7th Grade Students Learned

Seventh grade students were given a brief version of the list responded to by 9th and 11th graders on types of prevention education. In addition, the alternatives of "had no influence" and "had no prevention classes" were added to the 1987/88 version of this item. These results are provided in Table 30.

TABLE 30
Self-Reports of Effects of Drug/Alcohol Education (%)
for Students in Grade 7

	85-86	87-88
What drugs do to people	71.0%	72.8%
How to say "no"	66.3	68.3
How drugs hurt your body	66.9	66.3
Help make good decisions	40.0	50.1
Other things to do	34.3	38.1
Has not affected me*	--	6.2
Had no drug/alc. classes*	--	6.7

*Alternative not presented 85-86

A significant majority of students in the 7th grade reported that they had learned the specific effects of drugs and alcohol in their classes. About two-thirds reported that they also learned something about refusal skills and health and safety, and 50% learned decision making skills. Alternatives to drugs appears to be the weakest component, with 38% selecting this response. Finally, approximately 6% of the 7th grade sample reported that prevention classes either had no influence on them or that they had no classes.

Effects on 9th and 11th Grade Students

Students were asked how their own behavior had been affected by prevention classes. Four alternatives were added to the original list used in 1985-86. The findings are summarized in Table 31 for 1987-88 only.

TABLE 31
Self-Reports of Effects of Drug/Alcohol Education (%)
for Students in Grades 9 and 11

Effects	Grade 9	Grade 11
Avoid/reduce alcohol consumption	46.6%	46.9%
Avoid/reduce other drug use	46.0	45.5
Resist pressure from others	36.7	36.4
Learned alcohol/drugs harmful	55.8	63.1
Helped deal with feelings	22.5	20.6
Helped me make/keep friends	24.1	20.8
Helped me talk with parents	17.3	14.0
Get involved in school/community	16.9	14.9
Not affected me/learned nothing	9.2	9.7
Already decided not to use/drink	40.9	40.1

Results for both grades were quite similar. The most frequently cited effect was learning to avoid harmful and dangerous forms of drug use (56% in grade 9, 63% in grade 11). Approximately 40% from each grade had already decided not to use or drink. And, just under 10% of grade 9 and 11 students reported that the prevention classes had no influence on them.

Approximately 47% of the respondents at each grade level indicated they had learned to either avoid or reduce their intake of alcohol or drugs. Almost 36% at each grade felt that their ability to resist pressure from others to use or drink had been strengthened.

Social and/or communication skills involved in making friends and relating to parents were not reported as frequently by 11th grade students. About 1 in 5 students, at each grade level, felt that their ability to deal with their own feelings had been positively affected. Finally, increased involvement in extracurricular activities appeared to be minimally influenced by prevention classes.

COMPARISONS BETWEEN GROUPS

This section provides two types of statistical comparisons between groups of students. The first set contrasts gender, regional and racial/ethnic groups on seven commonly used substances. These analyses use the 87-88 data only. The second set of analyses compares use of each of the 18 substances and polydrug use for 85-86 vs. 87-88 for (a) boys and girls by grade level and (b) the six racial/ethnic classifications (Asian, Black, Hispanic, American Indian, White, and Other), also by grade level. The second set of analyses thus identifies changes by grade level in average frequency of substance use for boys vs. girls and for the six racial/ethnic groups.

Gender Comparisons: 1987-88 Survey

T-tests between pairs of means for boys vs. girls for the 1987-88 survey were calculated by grade level for 7 commonly used substances: beer, wine, liquor, marijuana, cocaine, inhalants, and cigarettes. These results are summarized in the text. The gender group means by grade level are provided later in Table 37.

Seventh grade boys exceeded girls in use of beer ($t = 3.68$, $p < .001$), liquor ($t = 3.37$, $p = .001$) and inhalants ($t = 2.68$, $p = .007$). Ninth grade boys drank more beer ($t = 3.23$, $p = .001$) and used more marijuana ($t = 1.99$, $p = .047$). Ninth grade girls drank more wine ($t = -1.99$, $p = .047$). Eleventh grade boys drank more beer ($t = 8.84$, $p < .001$) and liquor ($t = 3.21$, $p = .001$). However, 11th grade girls drank more wine ($t = -3.03$, $p = .003$). Eleventh grade boys also used more marijuana ($t = 3.99$, $p = .003$), cocaine ($t = 3.67$, $p < .001$) and inhalants ($t = 3.00$, $p = .003$). There were no differences for cigarettes at any grade level.

Gender differences in substance use are more apparent as students grow older. Generally boys drink or use more than girls, except for wine, where the relationship is reversed. This phenomenon may in part result from the extensive marketing of wine "coolers" which, like beer advertising and promotion, is targeted at capturing the soft drink market.

Regional and Racial/Ethnic Comparisons: 1987-88 Survey

Comparisons between regional and racial/ethnic means were made for the same set of seven commonly used substances. Only those substances with significant differences are reported in Tables 32-36. Overall F tests were calculated for each substance at each grade level. Significant Fs were followed up with Tukey HSD tests contrasting all pairs of regions or racial/ethnic groups.

These results are given in Tables 32 through 36. Each table lists the overall F tests which were statistically significant plus those specific regional or racial/ethnic comparisons identified as significant using Tukey's procedure. Mean frequency of use of each substance for each region or racial/ethnic group is provided in parentheses after the name of the region or racial/ethnic group. (Remember that "1" means no use in the previous six months and "2" means used once or twice).

Regional Comparisons: There were no significant differences between regions for 7th grade students. (See Appendix I for list of counties in each region.)

TABLE 32
Comparisons Between Regions on Seven Substances
for 9th Grade Students (Tukey HSD Test)

Beer:	F = 3.46;	df = 5, 2281;	p = .0041
Liquor:	F = 5.01	df = 5, 2277;	p = .0001
Cigarettes:	F = 2.65;	df = 5, 2174;	p = .0213

Beer:	San Diego (2.44)	>	San Francisco (2.01) Los Angeles (2.11)
Liquor:	Northern (1.89) San Diego (1.96)	>	San Francisco (1.57) Los Angeles (1.64)
Cigarettes:	San Francisco (1.56)	>	Los Angeles (1.35)

Differences for three substances in the case of 9th grade students are identified. Ninth graders in San Diego county reported more beer and liquor consumption than did their compatriots in Los Angeles county or San Francisco region. Ninth grade students in the Northern region were also higher on liquor consumption. Students in San Francisco region reported more cigarette smoking than did students in Los Angeles County. (Note that in this and the following tables the non-appearance of a region or racial/ethnic group means that it was not significantly different from any other region or racial/ethnic group, e.g., it fell between the extremes).

TABLE 33
Comparisons Between Regions on Seven Substances
for 11th Grade Students (Tukey Test)

Beer:	F = 8.98;	df = 5, 2740;	p < .0001
Wine:	F = 11.07;	df = 5, 2732;	p < .0001
Liquor:	F = 4.89;	df = 5, 2735;	p = .0002
Cocaine:	F = 3.82;	df = 5, 2741;	p = .0019
Cigarettes:	F = 2.31;	df = 5, 2735;	p = .0420

Beer:	Central (2.76) Northern (2.8)	>	San Francisco (2.38)
Beer:	San Diego (2.84) Southern (3.08)		
	Southern (3.08)	>	Los Angeles (2.59) Central (2.76)
Wine:	Northern (2.4) Southern (2.44)	>	Central (1.97) Los Angeles (2.02) San Francisco (2.09)
	Southern (2.44)	>	San Diego (2.14)
Liquor:	Southern (2.24) San Diego (2.26)	>	Los Angeles (1.99)
Cocaine:	Southern (1.33)	>	San Diego (1.14) San Francisco (1.15) Central (1.16)
Cigarettes:	Southern (1.77)	>	Northern (1.47)

Table 33 reveals that five of the seven substances showed significant differences for 11th graders. In all five cases (beer, wine, liquor, cocaine, and cigarettes) the Southern region stands at the top of the scale of mean consumption. There is no other clear regional pattern in this table.

The 1985-86 regional comparisons in a number of instances revealed higher levels of use in the Northern region. This pattern is not apparent in the current survey, although for both grades 9 and 11 students in the Northern region do report higher levels of alcohol use (liquor at grade 9 and wine and beer at grade 11).

Racial/Ethnic Comparisons: Differences among racial/ethnic groups on most or all of the seven commonly used substances were found at each of the three grade levels.

TABLE 34
Comparisons Between Racial/Ethnic Groups on Seven Substances
for 7th Grade Students (Tukey HSD Test)

Beer:	F = 7.87;	df = 5, 1910,	p < .0001
Liquor:	F = 2.71;	df = 5, 1908;	p = .0192
Marijuana:	F = 4.65;	df = 5, 1911;	p = .0003
Inhalants:	F = 3.51;	df = 5, 1912;	p = .0037
Cigarettes:	F = 3.16;	df = 5, 1802;	p = .0077

Beer:	Hispanic (1.71) Black (1.55) White (1.64) Other (1.72)	>	Asian (1.26)
Liquor:	White (1.31) Other (1.35)	>	Asian (1.13)
Marijuana:	Other (1.18) Amer. Ind. (1.26)	>	Asian (1.03) White (1.07)
Inhalants:	Other (1.26)	>	White (1.13)
Cigarettes:	White (1.25) Hispanic (1.26) Amer. Ind. (1.4)	>	Asian (1.08)

Table 34 reveals that 7th grade students classifying themselves as "Other" were significantly higher on three out of the five substances on which ethnic/racial groups differed at this grade level. One can only speculate about the composition of the classification "Other". Presumably Pacific Islanders and Filipinos would belong, along with other groups less numerous in California. American Indian students in grade 7 were highest on marijuana and cigarette use. While White students reported more beer and liquor consumption than one or more other groups, they were also lowest on inhalant, and second lowest on marijuana, use. The most consistent finding of all was that Asian 7th graders reported the lowest rates of consumption on all five substances listed in the table.

TABLE 35
Comparisons Between Racial/Ethnic Groups on Seven Substances
for 9th Grade Students (Tukey HSD Test)

Beer:	F = 20.92; df = 5, 2270; p < .0001
Wine:	F = 15.89; df = 5, 2264; p < .0001
Liquor:	F = 19.09; df = 5, 2267; p < .0001
Marijuana:	F = 8.53; df = 5, 2266; p < .0001
Inhalants:	F = 5.35; df = 5, 2273; p < .0001
Cigarettes:	F = 5.16; df = 5, 2164; p < .0001

Beer:	Hispanic (2.2) Other (2.22) White (2.39) Amer. Ind. (2.54)	>	Asian (1.59)
	Hispanic (2.2) White (2.39) Amer. Ind. (2.54	>	Black (1.86)
	White (2.39)	>	Hispanic (2.2)
Wine:	Black (1.78) Hispanic (1.82) Other (1.99) White (2.07) Amer. Ind. (2.12)	>	Asian (1.48)
	White (2.07)	>	Black (1.78) Hispanic (1.82)
Liquor:	Hispanic (1.66) White (1.9) Other (1.91) Amer. Ind. (2.06)	>	Asian (1.27)
	White (1.9) Other (1.91) Amer. Ind. (2.06)	>	Black (1.5)
	White (1.9) Amer. Ind. (2.06)	>	Hispanic (1.66)
Marijuana:	Black (1.46) Hispanic (1.48) White (1.59) Amer. Ind. (1.72)	>	Asian (1.13)

Table 35 (Cont'd)
Comparisons Between Racial/Ethnic Groups on Seven Substances
for 9th Grade Students (Tukey HSD Test)

Inhalants:	Hispanic (1.32)	>	Black (1.13) White (1.17) Asian (1.18)
Cigarettes:	White (1.5)	>	Asian (1.22) Other (1.55)

At grade 9 racial/ethnic differences were identified for six of the seven substances, omitting only cocaine. Table 35 shows that American Indian students reported the highest rates of consumption of beer, wine, liquor, and marijuana. White students reported higher rates of use than other groups except for American Indians for the three types of alcohol and marijuana. Whites were also highest on cigarette smoking. Hispanics reported the most inhalant use. Asian students were lowest on use of the three types of alcohol and marijuana. Black students were lowest on use of inhalants and lower than at least some other groups on all three forms of alcohol and inhalants.

TABLE 36
Comparisons Between Racial/Ethnic Groups on Seven Substances
for 11th Grade Students (Tukey HSD Test)

Beer:	$F = 46.74$; $df = 5, 2728$; $p < .0001$
Wine:	$F = 21.89$; $df = 5, 2720$; $p < .0001$
Liquor:	$F = 33.48$; $df = 5, 2723$; $p < .0001$
Marijuana:	$F = 22.41$; $df = 5, 2723$; $p < .0001$
Cocaine:	$F = 5.45$; $df = 5, 2729$; $p = .0001$
Inhalants:	$F = 3.81$; $df = 5, 2729$; $p = .0019$
Cigarettes:	$F = 16.01$; $df = 5, 2724$; $p < .0001$

Beer:	Hispanic (2.53) Other (2.72) White (3.09) Amer. Ind. (3.42)	>	Asian 1.91) Black (2.12)
	White (3.09) Amer. Ind. (3.42)	>	Hispanic (2.53) Other (2.72)
Wine:	Other (2.24) White (2.36) Amer. Ind. (2.48)	>	Asian (1.76) Black (1.89) Hispanic (1.93)

Table 36 (Cont'd)
Comparisons Between Racial/Ethnic Groups on Seven Substances
11th Grade Students (Tukey HSD Test)

Liquor:	Hispanic (1.9) Other (2.04) White (2.4) Amer. Ind. (2.81)	>	Asian (1.6)
	White (2.4) Amer. Ind. (2.81)	>	Hispanic (1.9) Black (1.74)
Marijuana:	Hispanic (1.61) Black (1.72) Other (1.79) White (2.05) Amer. Ind. (2.75)	>	Asian (1.29)
	White (2.05) Amer. Ind. (2.75)	>	Hispanic (1.61) Black (1.72)
	Amer. Ind. (2.75)	>	Other (1.79) White (2.05)
Cocaine:	White (1.27)	>	Asian (1.09) Black (1.1)
Inhalants:	Amer. Ind. (1.44)	>	Black (1.09) Hispanic (1.14) Asian (1.16) White (1.17) Other (1.17)
Cigarettes:	Other (1.63) White (1.77) Amer. Ind. (2.35)	>	Black (1.24)
	White (1.77) Amer. Ind. (2.35)	>	Asian (1.37) Hispanic (1.48)
	Amer. Ind. (2.35)	>	Other (1.63) White (1.77)

Table 36 reveals racial/ethnic differences among 11th grade students on all of the seven commonly used substances. American Indian students reported the highest rates of use for the three types of alcohol, marijuana, inhalants, and cigarettes. Whites are the second most frequent users of these same

substances. White students reported the highest rates of use for cocaine. Students identifying themselves as "Other" consistently reported higher use rates than at least some other groups for the three types of alcohol, marijuana, and cigarettes.

Hispanic and Black students reported less frequent use of both liquor and marijuana than did American Indian and White 11th grade students, but more than Asians. Black students joined Asian students in reporting significantly lower rates of cocaine use than did White students. Asians were the lowest group on alcohol, marijuana, and cocaine use, and among the lowest on inhalant and cigarette use.

Taken together, these results are quite consistent with those reported in the earlier survey. Students classified as American Indian, White, and Other, in that order, generally reported more frequent use of substances. Asian students consistently reported the least use. Blacks and Hispanics tended to report higher rates of use than Asians, but lower than the other three groups.

Possible reasons for differences between groups have been discussed by Skager and Fisher (1986) who used the 1985-86 survey data in a study of school characteristics in relation to substance use. These reasons include (a) differential school dropout rates associated with different racial/ethnic groups, (b) economic affluence as a factor in the acquisition of drugs (note the higher usage rate of cocaine among White 11th graders), and (c) cultural lag between big cities and small towns and rural areas. All three of these phenomena may be operating at the same time.

The survey is administered only to students who are still enrolled in school. According to a recent study by Rumberger (1986), California has a school dropout rate of over 35%, most of which occurs by grade 11. There is also substantial evidence that alcohol and drug use is much higher among dropouts. Finally, the dropout rate is higher among disadvantaged groups. It is plausible to suggest that the relatively lower rates of substance use among Black and Hispanic school populations may merely reflect the fact that heavy alcohol and other drug users in these populations are more likely to drop out of school than are their White counterparts. However, this reasoning does not explain the very high rates of use reported in this survey among American Indian youth who belong to what is usually considered to be the most disadvantaged group of all. It also assumes that Asians, the lowest on virtually every substance use measure, are relatively less disadvantaged. If one generalization is appropriate, it is that the basis for differences in substance use among racial/ethnic groups is likely to be very complex.

Gender and Racial/Ethnic Comparisons: 1985-86 vs. 1987-88

The comparisons between boys and girls are based on the school as the unit of analysis as was the case for the overall 85-86 vs. 87-88 comparisons reported in Table 3 and elsewhere. Each school has approximately equal numbers of boys and girls in the student body, so the same conservative analysis using school means instead of individual student data was appropriate for comparing substance use rates among boys and girls.

In the case of racial/ethnic groups, this reasoning did not apply. A given school might enroll none, or very few, members of a given racial/ethnic group. Under the first condition there would be no school means for that group, resulting in a loss of statistical power. Under the second the mean would provide an estimate that is both unstable and quite possibly seriously non-representative.

Given these considerations, analyses were run comparing racial/ethnic groups on the two surveys using the student (rather than the school) as the unit of analysis. The results of these analyses provide a picture of general trends, but should not be over-interpreted. Summary conclusions will be limited to differences between the two surveys in frequency of use of several substances (or on the fact that there are few or no differences), rather than on specific findings about a given substance at a given grade level.

TABLE 37
T-tests for Boys vs. Girls for Mean Use of Seventeen Substances and Polydrug Use for Schools in Both Surveys

Substance	Boys Means[1]	Boys t/p[2]	Girls Means	Girls t/p
Grade 7 (n = 39)				
Wine	1.68 1.54	2.28[a]	1.49 1.52	---
Marijuana	1.23 1.12	3.49[c]	1.14 1.09	---
Amphetamines	1.06 1.01	3.71[c]	1.02 1.01	---
Inhalants	1.28 1.2	2.62[b]	1.22 1.13	2.56[a]
Polydrug	1.19 1.12	2.61[a]	1.12 1.09	---
Grade 9 (n = 39)				
Marijuana	1.94 1.53	3.75[d]	1.78 1.49	2.46[a]
Hashish	1.22 1.09	3.23[b]	1.18 1.03	4.04[d]
Amphetamines	1.18 1.08	2.95[b]	1.2 1.13	---

Table 37 (Cont'd)
T-tests for Boys vs. Girls for Mean Use of Seventeen Substances and Polydrug Use for Schools in Both Surveys

Substance	Boys Means[1]	t/p[2]	Girls Means	t/p
Cocaine	1.2 1.11	2.66[b]	1.22 1.09	3.34[b]
Mushrooms	1.1 1.05	1.54[a]	1.06 1.04	---
Sedatives	1.06 1.04	---	1.05 1.02	2.55[a]
Polydrug	1.57 1.39	2.59[a]	1.49 1.38	---
Grade 11 (n=41)				
Marijuana	2.44 2.02	2.76[b]	2.14 1.76	3.13[b]
Hashish	1.39 1.25	---	1.21 1.08	3.12[b]
Cocaine	1.36 1.32	---	1.4 1.2	3.51[c]
Mushrooms	1.21 1.13	---	1.1 1.05	2.21[a]
Barbiturates	1.16 1.06	---	1.07 1.02	2.66[b]
Sedatives	1.12 1.08		1.07 1.04	2.29[a]
Tranquilizers	1.16 1.11	---	1.13 1.08	2.12[a]
Polydrug	1.96 1.72	2.0[a]	1.81 1.6	2.67[b]

[1] Order of means reflects 85-86 and 87-88 samples
[2] Values of p are given as superscripts to t values, coded as follows: (a) = $p < .05$; (b) = $p < .01$; (c) = $p < .001$; (d) = $< .0001$.

Gender Comparisons: Comparisons between boys and girls at each grade level are shown in Table 37 for those substances on which there was a significant t for at least one substance/gender/grade level combination.

The direction of all mean differences in Table 37 is one direction of lower mean frequency of substance use for students in the current sample. There are also more significant differences as grade level increases, reflecting the significantly higher use rates at higher grade levels. In other words, if very few students of a given gender or racial/ethnic group at a particular grade level used a given substance at the time of the first survey, there is little room for decline in the use rate at a second assessment ("floor" effect). One would especially anticipate this effect at grade 7 for racial/ethnic groups with very low rates of substance use.

It is apparent in Table 37 that boys in 1987-88 reported significantly lower rates of use, compared to the first survey, on the five substances listed for grade 7, while girls scored significantly lower only on inhalants. Boys also reported lower rates of use of wine, marijuana, amphetamines as well as less frequent polydrug use.

At grade 9 boys reported lower use rates for six substances and girls for four. Neither group used any of the three types of alcohol less often. Marijuana and cocaine rates were down for both sexes, as was that for hashish. Only boys reported less amphetamine, mushroom and polydrug use, while only girls reported lower rates of sedative use.

At the 11th grade girls reported lower rates of use for eight substances compared to only two for boys. The latter reported significantly less use for marijuana and less polydrug use, as was also the case for girls. Neither sex drank less alcohol.

Generally, most of the statistically significant declines in substance use can be attributed to boys in grade 7 (possibly partly due to "floor effects" for girls at that grade). In contrast, most of the declines on specific substances among 11th graders can be attributed to girls, although marijuana, the most commonly used non-alcoholic drug, was used less by 11th graders of both sexes. Polydrug use also declined for both sexes. With one exception (wine for 7th grade boys), alcohol use failed to show declines comparable to those for the illicit drugs and polydrug use.

Racial/Ethnic Comparisons: Changes in frequency of use of specific substances for the six racial/ethnic groups are shown by grade level in Table 38. Because students were the unit of analysis, a more rigorous level of alpha was adopted for these comparisons. To be listed in the table, there had to be a difference at one grade level significant at the .01 level or less. If this criterion was achieved, differences at the .05 level were also reported for that row of the table.

TABLE 38
T-tests Comparing Students by Racial/Ethnic Group
for 85-86 vs. 87-88 Samples

Substance/ Group	Grade 7 Means[1]	t/p[2]	Grade 9 Means	t/p	Grade 11 Means	t/p
Asian						
	(n = 169,	187[3]	200,	292	270,	240)
Cocaine	1.06 1.01	---	1.24 1.05	3.02[b]	1.26 1.08	2.97[b]
Black						
	(n = 177,	184	213,	184	302,	287)
Marijuana	1.18 1.14	---	1.72 1.41	2.64[b]	1.76 1.71	---
Other Narcotics	1.00 1.03	---	1.07 1.04	---	1.02 1.09	-2.76[b]
Hispanic						
	(n = 494,	558	556,	574	498,	544)
Marijuana	1.26 1.14	2.71[b]	1.84 1.53	3.7[d]	2.08[d] 1.67	4.39[d]
Hashish	1.04 1.01	2.04[a]	1.12 1.06	2.54[a]	1.23 1.08	4.09[d]
Amphetamines	1.06 1.02	2.37[a]	1.16 1.09	---	1.3 1.16	2.84[b]
Cocaine	1.1 1.05	2.08[a]	1.21 1.14	---	1.36 1.22	2.63[b]
LSD	1.05 1.01	2.3[a]	1.08 1.06	---	1.14 1.06	2.74[b]
Psychedelics	1.04 1.02	---	1.04 1.02	---	1.07 1.01	2.9[b]
Barbiturates	1.05 1.02	---	1.06 1.04	---	1.1 1.01	3.63[d]
Tranquilizers	1.08 1.05	---	1.1 1.09	---	1.15 1.07	2.47[b]
Inhalants	1.26 1.22	---	1.32 1.3	---	1.25 1.14	2.85[b]

Table 38 (Cont'd)
T-tests Comparing Students by Racial/Ethnic Group for 85-86 vs. 87-88 Samples

Substance/ Group	Grade 7 Means[1]	t/p[2]	Grade 9 Means	t/p	Grade 11 Means	t/p
White						
	(n = 737,	643	963,	901	1234,	1129)
Wine	1.74	2.0[a]	2.16	---	2.5	3.11[b]
	1.64		2.08		2.33	
Liquor	1.37	---	2.06	2.75[b]	2.43	---
	1.32		1.9		2.38	
Marijuana	1.16	3.42[c]	1.93	5.76[d]	2.40	5.67[d]
	1.06		1.55		2.00	
Hashish	1.02	---	1.25	6.21[d]	1.35	4.52[d]
	1.01		1.07		1.2	
Amphetamines	1.05	2.26[a]	1.23	4.00[d]	1.41	2.02[a]
	1.01		1.11		1.33	
Cocaine	1.03	---	1.2	3.56[d]	1.47	5.27[d]
	1.03		1.1		1.27	
Mushrooms	1.05	---	1.1	3.33[c]	1.17	4.09[d]
	1.06		1.04		1.09	
Sedatives	1.01	---	1.07	2.33[a]	1.11	3.12[b]
	1.01		1.04		1.06	
Inhalants	1.25	4.14[d]	1.26	3.00[b]	1.21	---
	1.13		1.17		1.16	
Polydrug	1.14	2.28[a]	1.62	4.56[d]	2.0	5.01[d]
	1.08		1.41		1.74	
Other						
	(n = 258,	237	180,	162	145,	130)
Marijuana	1.24	---	2.07	4.91[d]	2.52	3.17[b]
	1.16		1.35		1.85	
Hashish	1.07	2.91[b]	1.30	3.58[d]	1.47	2.65[b]
	1.00		1.04		1.17	

Table 38 (Cont'd)
T-tests Comparing Students by Racial/Ethnic Group for 85-86 vs. 87-88 Samples

Substance/ Group	Grade 7 Means[1]	t/p[2]	Grade 9 Means	t/p	Grade 11 Means	t/p
Cocaine	1.06 1.02	---	1.34 1.09	3.2[b]	1.6 1.22	3.29[c]
Mushrooms	1.09 1.06	---	1.12 1.06	---	1.28 1.08	2.9[b]
Polydrug	1.16 1.17	---	1.60 1.35	2.65[b]	2.03 1.71	2.08[a]

[1] Order of means reflects 85-86 vs. 87-88 samples.
[2] Values of p are coded as follows: (a) = $p < .05$; (b) = $p < .01$; (c) = $p < .001$; (d) = $p < .0001$.
[3] Ns for each ethnic/racial/grade combination are in order of 85-86 and 87-88 samples.

Between 85-86 and 87-88 Asian students reported less use of only one substance: cocaine at grades 9 and 11. Asians generally report lower rates of use of all substances, so the fact that there was a drop on only one substance for the two higher grade levels may reflect "floor effects", e.g., Asian students report relatively little substance use of any kind.

The only instance of a significant drop in substance use reported by Black students was for marijuana at grade 9. There was a significant increase in use of other narcotics, although the percentage of Black students reporting any use of this class of substances till remains very low in 87-88.

There were no significant declines in substance use rates for American Indian students. This group has the smallest number of cases at each grade level (about 60), so power was relatively low for the t-tests. American Indian students did report somewhat lower rates of drug use despite the lack of statistical significance.

Hispanic students at grade 11 reported lower rates of use for eight different substances, including marijuana, amphetamines, cocaine, and inhalants. Grade 7 Hispanic students were lower on four substances compared to only two at grade 9. Marijuana and hashish were the two drugs which declined significantly in use for all three grades among members of this group.

Students in the category "Other" reported less use of five substances in grade 11, four at grade nine, and one for grade 7. Only hashish declined significantly at all grade levels. Marijuana, cocaine, and polydrug use also dropped at grades 9 and 11.

Whites showed declines on the most substances, five for 7th, nine for 9th, and eight for 11th grade students. Marijuana, amphetamine, and polydrug use registered significant drops at all three grade levels among White students. Since this is also numerically the largest single racial/ethnic group, it appears that a substantial part of the overall decline in substance use can be attributed to White students at all three grade levels and to Hispanics as well at grade 11.

The declines in drug use can be summarized by grade level. At grade 7, drops in substance use rates are associated genderwise primarily with boys and racially/ethnically with Hispanics and Whites. At grade 9, both genders contribute to declines in substance use, while Whites and, to a lesser degree, Others are the racial/ethnic classifications mainly responsible for declining drug use. For grade 11 girls far exceed boys in reduced use of specific substances. Among racial/ethnic groups Hispanics and Whites report lower use rates for many substances and students in the "Other" classification for several.

COUNTIES BY REGION

Region I - San Francisco

Counties:
- Alameda
- Contra Costa
- Marin
- San Francisco
- San Mateo
- Santa Clara

Region II - Los Angeles County

Region III - San Diego County

Region IV - Northern

Counties:
- Alpine
- Butte
- Colusa
- Del Norte
- El Dorado
- Glenn
- Humboldt
- Lake
- Lassen
- Mendocino
- Modoc
- Napa
- Nevada
- Placer
- Plumas
- Sacramento
- Shasta
- Sierra
- Siskiyou
- Solano
- Sonoma
- Sutter
- Tehama
- Trinity
- Yolo
- Yuba

Region V - Inland/Southern

Counties:
- Imperial
- Orange
- Riverside
- San Bernardino

Region VI - Central

Counties:
- Amador
- Calaveras
- Fresno
- Inyo
- Kern
- Kings
- Madera
- Mariposa
- Merced
- Mono
- Monterey
- San Benito
- San Joaquin
- San Luis Obispo
- Santa Barbara
- Santa Cruz
- Stanislaus
- Tulare
- Tuolomne
- Ventura

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Fall 1987

State of California

Office of the Attorney General

John K. Van de Kamp
Attorney General

Name of Superintendent
District
Address
City, CA zip

Dear Superintendent:

I am writing to enlist your personal support and your district's participation in my continuing efforts to make the prevention of adolescent drug and alcohol abuse a top priority of the State of California. I am especially interested in your support for our second statewide school survey on drug and alcohol abuse involving students within your district.

Two years ago, your district participated in our first study when we surveyed a representative sample of California students and published A Statewide Survey of Drug and Alcohol Use Among 7th, 9th, and 11th Grade Students. Our survey report has been widely distributed throughout the state and nation and it is relied upon by policymakers, law enforcement agencies, schools, and health care professionals.

As Attorney General, I enforce the state's narcotics laws and work with federal and local law enforcement to reduce the supply of illicit drugs in California. But I am also deeply committed to drug prevention because I know that law enforcement alone cannot stop the supply and reduce the demand. For the past two years, my office has worked closely with policymakers, educators, law enforcement agencies, communities and the media to make prevention a priority. From these efforts, we have learned how valuable it is to have an accurate assessment of California's illicit drug abuse problems, especially among young people.

Recognizing how important it is for us to update the 1985-86 benchmark data, my office has again contracted with Professor Rodney Skager, UCLA Graduate School of Education, to conduct the statewide survey. This year, as before, the survey will assess (a) frequency and type of substance use, (b) age of first use and intoxication, (c) pertinent attitudes and experience of students, and (d) student experience with school-based prevention programs. In addition, the survey will examine the risk factors related to school dropout.

The success of the second survey will depend on the cooperation and participation of the same representative sampling of school districts which were in our first survey. Therefore, we would like X school to participate in our 1987 survey. The survey data will be analyzed on a statewide and regional basis with individual school and district survey data remaining strictly confidential. The summary findings will be released this spring, and a report will also be published and sent to you.

Paula Higashi, Field Deputy from my Crime Prevention Center, is directing our role in the survey effort and will contact you within the next few days to confirm your district's participation in the survey.

I need your continued help in this endeavor. With your support and your district's participation in the second statewide survey, we will make a major contribution to our statewide attack on drug and alcohol abuse.

Sincerely,

JOHN K. VAN DE KAMP
Attorney General

sp

JOHN K. VAN DE KAMP
Attorney General

State of California
DEPARTMENT OF JUSTICE

1515 K STREET, SUITE 511
P.O. BOX 944255
SACRAMENTO 94244-2550
(916) 445-9555

Fall 1987

Principal
School
Address
City, State Zip

Dear Principal:

Your school has been selected to participate in the second statewide survey of drug and alcohol use among California students in grades 7, 9, and 11. This is similar to the 1985-86 survey which your school participated in and is once again sponsored by Attorney General John K. Van de Kamp.

The 1985-86 survey provided the first systematic assessment of the actual level of student substance use as well as attitudes about alcohol and drugs and related experiences. In the two years since this survey, there has been increased attention on prevention nationally and in California. We are vitally interested in whether or not the extent or type of substance use among young people has changed in any way during this period.

In order to answer this question as accurately as possible, it is important that students in the same schools be assessed a second time. Please be assured, as before, that the survey results for individual schools will not be released in any form. The survey report will only deal with results for the state as a whole, for large groupings of schools, e.g., urban vs. suburban, high vs. low socioeconomic status, regionally, etc. Individual school results will be kept absolutely confidential.

Anonymity for students is also guaranteed. Students will not be asked to identify themselves when completing the questionnaire. Moreover, the administrative procedures in the enclosed guidelines also assure privacy and anonymity.

In the previous survey, your school probably sent letters explaining the survey to parents or students selected. An updated version of the sample letter provided two years ago is also enclosed. If you decide to use the letter, please feel free to modify the text in any way you deem appropriate.

Whatever trends may be identified in the survey, we all know that drug and alcohol abuse by young people and adults remains a major problem for our society. The results of the first survey helped the Attorney General's Office

to increase public awareness of the problem and initiate grass roots prevention efforts in communities throughout the state. The survey results have been an invaluable resource for federal, state, and local policy makers, educators, and law enforcement agencies. Continued monitoring of the problem is absolutely essential to maintain interest and commitment in our communities and to provide the kind of systematic information necessary for planning programs and allocating resources.

The surveys are being mailed to you under separate cover. We would like you to administer the survey by January 15, 1988 to a sampling of students in your school. (See enclosure.) If you have any questions or need additional information, please call Paula Higashi (916) 000-0000 or Anne Skager (818) 000-0000; messages may be left at (818) 000-0000.

Your willingness to assist in this effort represents a significant service to the state and community.

Sincerely,

RODNEY SKAGER
Special Consultant

RS:PH:sp

Enclosures

GUIDELINES FOR ADMINISTERING THE CALIFORNIA SUBSTANCE USE SURVEY

Earlier versions of this survey have been taken by over 25,000 California students in over 150 secondary schools. Reports from testing supervisors at local schools have repeatedly confirmed that students complete the questionnaire rapidly (20 to 30 minutes) and in a serious manner under the conditions described below.

ADMINISTRATION DATES

We would like you to administer the survey by January 15, 1988.

DRAWING THE LOCAL SAMPLE

The survey is being administered at grades 7, 9, and 11 in middle, junior and senior high schools. The statewide sampling consists of approximately 8,000 students, including those from your school.

The number of students to be assessed at your school is approximate and allows for a small discrepancy of 10 percent or less between the number assessed and the number specified. This will be corrected when we compile the statewide results and weight each school on the basis of its enrollment.

Your student sampling must be randomly drawn and should only include English-speaking students at each grade level. To achieve a random sampling, you should follow these procedures:

(1) Divide the total enrollment of English-speaking students at each grade level by the number to be assessed at that grade level. Round the resulting number off to the nearest integer.

EXAMPLE:

A school for which a sample of 67 is specified at grade 11 has a total enrollment of 447 English-speaking students at that grade level; 67 divided into 447 equals 6.67; 6.7 rounds off to an integer of 7.

(2) Count off every Nth student on the class roster to be part of the sampling. N equals the integer as computed using the formula from step 1.

EXAMPLE:

This means tht every seventh non-LES/NES student will be drawn from the roster for the sample; that is, the seventh name, the fourteenth name, etc.

Please use the procedure just described rather than randomly selecting intact classrooms. Students are rarely assigned randomly to classrooms. Samples which result, especially where the total number of cases per school is quite small (as is the case for this survey), are usually biased in some way.

NOTIFYING STUDENTS AND PARENTS

Both students and parents should be provided with information explaining the purpose of the survey and stressing the anonymity of participants. A sample letter addressed to parents is enclosed. Similar letters have been used in previous surveys conducted at the district or county level.

ADMINISTERING THE SURVEY

1. **The Setting**

   Previous experience plus the sampling method described strongly suggest that the assessment be conducted outside of the regular classroom. Rooms large enough to allow for assessment of the entire sample for each grade level are appropriate as long as they are not crowded.

2. **Instructions for Students**

   Students should be assured by appropriate authority that the survey is important. This is ordinarily done by the principal at the beginning of the assessment. The following points should be covered by principals or their designees:

   a. The student have been selected randomly. No one will ever be able to connect any student with his or her responses. Anyone who does not wish to participate, or who does not want to answer the questionnare in a serious manner, should leave the room and return to his or her regular classroom. This will in no way be held against the student.

   b. Students should be urged to respond honestly and accurately. Results of the survey will receive considerable attention in the media, and school and governmental alcohol and drug programs are likely to be influenced by the results. The cooperation of each individual is important.

   c. Drug and alcohol abuse by young people is of grave concern to both school and community. Research has shown that in most schools students themselves rate drug and alcohol use as one of the major "problem areas" in their schools.

   d. Completed questionnaires should be dropped by each student into a designated box when finished.

3. **Distribution of the Questionnaires**

   There are two versions of the questionnaires - one for 7th grade (yellow) and one for the 9th and 11th grades (white).

4. **Staff Supervision of Survey Administration**

   It is vital that students feel confident that their responses will not be observed by other students or proctors; that is, staff members may be present but they should remain an appropriate distance from the students completing the survey.

5. Collection of the Completed Questionnaires

An effective (and obviously anonymous) means for collecting the completed questionnaires is to put a large box near the entrance to the assessment room. Students should be asked to drop their completed questionnaires into the box when finished. Not having to pass the questionnaire to anyone else assures anonymity.

RETURNING THE COMPLETED QUESTIONNAIRES

Please use the mailing labels enclosed with the surveys to return the questionnaires. It would be appreciated if those schools where more than one grade is to be assessed would batch the questionnaires by grade level.

ADDITIONAL INFORMATION

If you have questions or need additional information, please call Anne Skager at (818) 000-0000, messages may be left at (818) 000-0000 or Paula Higashi at (916) 000-0000.

Your assistance in this important effort is greatly appreciated.

Fall 1987

Dear Parents:

Two years ago, our school participated in a statewide survey to assess drug and alcohol use among students in grades 7, 9, and 11. The survey was sponsored by Attorney General John K. Van de Kamp in support of his effort to increase the effectiveness of drug and alcohol abuse prevention and law enforcement programs.

This year, our school has been asked to participate in a second survey. The goal is to determine whether or not there have been any changes in drug and alcohol use and various infuences which effect such use. In order to answer this question, it is essential that the schools which participated in the first study be assesed a second time. The survey is being administered throughout the state to nearly 8,000 students in 100 schools. Your son or daughter has been selected at random to participate in the survey.

These are the facts about the survey:

1) It is anonymous. Participating students will not put their names or any other identifying information on the questionnaire. No one will be able to connect any individual student with his or her responses.

2) Participation in the survey is voluntary. Your son/daughter may decline to participate without having to give a reason.

3) Results of the statewide survey will be publicized in the same manner as public opinion polls.

The survey results will help answer the vital question of whether or not we are making any progress in the effort to prevent drug and alcohol use among children of our state.

We know that you support efforts to combat the problem of drug and alcohol use by our youth and hope you will agree that this survey represents a vital element in that struggle.

Sincerely,

Principal

APPENDIX III

Percentage Using Each Substance at Least Once in Previous Six Months for Grades 7, 9, and 11 Weighted to Represent 1985/86 Gender Distributions*

Substance	Grade 7	Grade 9	Grade 11
Beer	40.7 (40.3)	57.8 (57.7)	67.7 (68.3)
Wine	39.5 (38.2)	53.2 (52.4)	58.5 (59.1)
Liquor	19.0 (18.4)	39.4 (38.9)	52.0 (52.4
Marijuana	7.1 (5.8)	22.0 (21.6)	32.5 (32.8)
Hashish	0.9 (1.0)		
Amphetamines		4.2 (3.9)	10.9 (10.6)
Cocaine	1.7 (1.8)		11.3 (11.2)
LSD	1.1 (0.8)	3.0 (3.1)	
Mushrooms	3.5 (3.1)	3.2 (3.3)	5.1 (5.3)
Other Psychedelics	1.0 (0.7)		1.6 (1.4)
Barbiturates	1.2 (0.8)	2.1 (1.9)	
Sedatives	1.0 (0.9)	2.0 (1.9)	3.5 (3.2)
Tranquilizers	2.6 (2.5)	5.2 (5.4)	6.0 (5.9)
Inhalants	12.4 (12.6)	12.9 (13.2)	9.9 (10.2)
PCP	1.5 (1.7)	2.7 (2.6)	3.2 (3.1)
Heroin	0.9 (1.3)	1.0 (0.9)	0.8 (0.9)
Other Narcotics		4.8 (4.9)	7.4 (7.5)

* Only those percentages are shown that changed after weighting 1987/88 data to exact gender proportions in 1985/86. Original percentages from Table 3 are given in parentheses.

Senior High
(Grade 9 and above)

California Substance Use Survey, 1987

This is a survey of what you know about the use of drugs and alcohol. You are not to give your name or identify yourself in any other way. This survey is voluntary. You do not have to complete this survey, but we hope that you will decide to do so.

If you have decided to participate, please fill in the following information:

Name of your school: _____

Your school grade level (check one):

9th ____ 10th ____ 11th _____ 12th ____

Age (in years) _____

Sex (circle one): male female

Ethnic (check one) (✓):

Asian .....____(1)

Black .....____(2)

Latino/Mexican/Hispanic..____(3)

American Indian.....____(4)

White/Anglo .....____(5)

Other .....____(6)

Were you born in this country? yes ____(1)

no ____(2)

Copyright, Rodney Skager, 1981, 1985

For questions 1-17, please circle only one answer for each question. Use the following scale:

How often did you use these kinds of substances without a doctor's orders in the last six months?	Never	Once or twice	A few times	Once a month	Once a week	Once a day	More than once a day
1. beer	1	2	3	4	5	6	7
2. wine	1	2	3	4	5	6	7
3. liquor (whiskey, vodka, gin, etc.)	1	2	3	4	5	6	7
4. marijuana (grass, pot, weed, sins, bud, etc.)	1	2	3	4	5	6	7
5. hashish (hash, hash oil, etc.)	1	2	3	4	5	6	7
6. methamphetamines or amphetamines (crank, speed, meth, crystal, bennies black beauties, Ritalin, etc.)	1	2	3	4	5	6	7
7. cocaine (coke, rock, base, snort, snow, crack, flake)	1	2	3	4	5	6	7
8. LSD (acid, windowpane, blotter)	1	2	3	4	5	6	7
9. mushrooms (fungus, shrooms)	1	2	3	4	5	6	7
10. other psychedelics (mescaline, peyote, MDA, MDMA, estasy, adam, EXTC)	1	2	3	4	5	6	7
11. barbiturates (barbs, reds, yellows, Nembutal, Seconal, Amytal)	1	2	3	4	5	6	7
12. sedatives (Quaaludes, ludes, sopers, Doriden)	1	2	3	4	5	6	7

	Never	Once or twice	A few times	Once a month	Once a week	Once a day	More than once a day
13. tranquilizers (Valium, Librium, Thorazine, Miltown, etc.)	1	2	3	4	5	6	7
14. inhalants (sniffing glue, paint, butane, gasoline, Amyl nitrate, rush, poppers)	1	2	3	4	5	6	7
15. PCP (angel dust, juice, wack, sherm, super cool)	1	2	3	4	5	6	7
16. heroin (smack, china white, tar, goma, brown)	1	2	3	4	5	6	7
17. other narcotics (codeine, morphine, opium, Demerol, Percodan)	1	2	3	4	5	6	7

Please go to the next page.

18. In the last six months how often did you use more than one substance on the same occasion, for example, beer with marijuana or booze and pills, etc.? Put a check (✓) next to the answer that is closest to your own use.

_____ (1) never did/ don't use
_____ (2) used more than one substance once or twice
_____ (3) used more than one a few times (3 to 6 occasions)
_____ (4) used more than one several times (7 to 10 occasions)
_____ (5) used more than one often (more than 10 occasions)

19. Have you ever used crack, freebase, rock, rush, supercoke, or gravel?

_____ (1) no, never
_____ (2) once or twice
_____ (3) 3 to 6 times
_____ (4) 7 to 10 times
_____ (5) more than 10 times

20. Have you ever used or shared a needle to inject (shoot) a drug into yourself?

_____ (1) no, never
_____ (2) once or twice
_____ (3) 3 to 6 times
_____ (4) 7 to 10 times
_____ (5) more than 10 times

21. About how old were you the first time you tried alcohol (beer, wine, or hard liquor)? Write in age or check (✓) "never did."

_____ (1) age _____ (2) never did

22. About how old were you the first time you felt high or intoxicated from any kind of alcohol?

_____ (1) age _____ (2) never did

23. About how old were you the first time you tried a drug such as marijuana, speed, etc.?

_____ (1) age _____ (2) never did

24. About how old were you the first time you got high or loaded from a drug such as marijuana or speed?

_____ (1) age _____ (2) never did

25. The first substance I got high or intoxicated on was (check only one answer).

_____ (1) never been high or intoxicated
_____ (2) beer or wine
_____ (3) hard liquor
_____ (4) marijuana or hashish (grass, weed, hash)
_____ (5) uppers (amphetamines or cocaine)
_____ (6) inhalants (sniffing glue, paint, rush, poppers, etc.)
_____ (7) other

For questions 26-29 please circle one answer for each question.

How many adults do you know who use:

		None	Some	Many	Most	All
26.	alcohol (beer, wine, or liquor) (at least once a week)	1	2	3	4	5
27.	marijuana or hashish (within the past year)	1	2	3	4	5
28.	cocaine (within the past year)	1	2	3	4	5
29.	pills (diet pills, sleeping pills, tranquilizers) (at least once a week)	1	2	3	4	5

For questions 30-40 check only one answer for each question.

30. What would your 4 or 5 best friends think about another student who usually gets loaded on drugs at parties?

_____ (1) would avoid, see as unhealthy or unfortunate
_____ (2) would tolerate, but not be particularly friendly towards
_____ (3) would see as OK and sometimes join in with that person
_____ (4) my friends are pretty much like that student as far as drug and alcohol use is concerned

31. What would your 4 or 5 best friends think about another student who usually gets drunk at parties?

_____ (1) would avoid, see as unhealthy or unfortunate
_____ (2) would tolerate, but not be particularly friendly towards
_____ (3) would see as OK and sometimes join in with that person
_____ (4) my friends are pretty much like that student as far as drug and alcohol use is concerned

32. What would your 4 or 5 best friends think about another student who uses drugs at parties or with friends on a regular basis, but rarely gets obviously loaded or causes any problems?

_____ (1) would avoid, see as unhealthy or unfortunate
_____ (2) would tolerate, but not be particularly friendly towards
_____ (3) would see as OK and sometimes join in with that person
_____ (4) my friends are pretty much like that student as far as drug and alcohol use is concerned

33. What would your 4 or 5 best friends think about another student who drinks a lot at parties or with friends on a regular basis, but rarely gets drunk or causes any problems?

_____ (1) would avoid, see as unhealthy or unfortunate
_____ (2) would tolerate, but not be particularly friendly towards
_____ (3) would see as OK and sometimes join in with that person
_____ (4) my friends are pretty much like that student as far as drug and alcohol use is concerned

34. I think frequent (daily or almost daily) use of marijuana is . . .

_____ (1) extremely harmful
_____ (2) harmful
_____ (3) somewhat harmful
_____ (4) mainly harmless
_____ (5) harmless

35. In my opinion, frequent (daily or almost daily) use of alcohol (beer, wine, whiskey, etc.) is . . .

_____ (1) extremely harmful
_____ (2) harmful
_____ (3) somewhat harmful
_____ (4) mainly harmless
_____ (5) harmless

36. My parents are _____ my using marijuana.

_____ (1) strongly against
_____ (2) moderately against
_____ (3) neither against nor in favor of
_____ (4) moderately in favor of
_____ (5) strongly in favor of

37. My parents are _____ my using alcohol (beer, wine, etc.).

_____ (1) strongly against
_____ (2) moderately against
_____ (3) neither against nor in favor of
_____ (4) moderately in favor of
_____ (5) strongly in favor of

38. In the last month how much have you smoked tobacco cigarettes?

_____ (1) never, I didn't smoke cigarettes
_____ (2) once to a few times, not every day
_____ (3) about 1 or 2 cigarettes a day
_____ (4) about 3 to 6 a day
_____ (5) about 7 to 10 a day (up to half a pack)
_____ (6) about 11 to 20 a day (up to a pack)
_____ (7) more than a pack (20) a day

39. In the last month how much tobacco dipping and snuffing have you done?

_____ (1) none, don't dip or snuff tobacco
_____ (2) once to a few times, not every day
_____ (3) about 1 or 2 times a day
_____ (4) about 3 to 5 times a day
_____ (5) about 6 to 10 times a day
_____ (6) more than 10 times a day

40. In the last year have you taken any steroids to build up muscle and increase endurance?

_____ (1) none, have used no steriods
_____ (2) some, have taken a few times
_____ (3) regularly, have been on a program of steriod use

41. A lot of what I know about drugs I learn from (check all that apply)

_____ (1) my friends
_____ (2) my parents
_____ (3) school classes or programs
_____ (4) own experience
_____ (5) brothers or sisters
_____ (6) movies, television

42. Where do most kids at this school who use drugs get them? (check all that apply)

_____ (1) at home (parents, brothers/sisters)
_____ (2) other family members not at home
_____ (3) at school (friends)
_____ (4) at parties, social events outside school
_____ (5) from friends outside of school or parties
_____ (6) at restaurants and other businesses
_____ (7) directly from dealers in the community
_____ (8) other, don't know

43. Where do most of the kids at this school who are into drugs use them? (check all that apply)

_____ (1) at home
_____ (2) at school during the day
_____ (3) at school events (games, dances, etc.)
_____ (4) at parties, social events out of school
_____ (5) with friends outside of school or parties
_____ (6) other, don't know

44. Why do you think most kids your age use alcohol or other drugs? (check all that apply)

_____ (1) to get away from their problems
_____ (2) to see what it's like
_____ (3) because their friends use them
_____ (4) drugs make them feel good
_____ (5) bored, nothing else to do

45. A good reason(s) for not using alcohol or other drugs is that you . . . (check all that apply)

_____ (1) might become an addict or alcoholic.
_____ (2) could get into trouble with the police or school.
_____ (3) might lose close friends who do not approve of alcohol or other drug use.
_____ (4) would disappoint your parents or other adults who care about you.
_____ (5) would disappoint yourself because you have chosen not to drink or use drugs.

46. In the last year (since November, 1986) have you had any classes in school focusing on alcohol or other drug use?

_____ (1) no

_____ (2) yes

47. If you answered "yes" to question 46, which of the following taught or led the class or course? (check all that fit)

_____ (1) regular teacher; school counselor

_____ (2) policeman/woman

_____ (3) parent or volunteer

_____ (4) older student or students

_____ (5) former drug or alcohol user

_____ (6) other

48. How has what you learned in school about alcohol or drugs affected you? (Check all that apply)

_____ (1) learned to avoid or reduce use of beer, wine, or liquor

_____ (2) learned to avoid or reduce use of drugs (inhalants, marijuana, cocaine, speed, etc.)

_____ (3) helped me resist pressure from my friends to use drugs or drink alcohol

_____ (4) learned how alcohol and other drugs can be harmful to my health

_____ (5) helped me to understand and deal with my feelings

_____ (6) helped me to make and keep good friends

_____ (7) helped me talk with my parents and get along better with them

_____ (8) get involved in other activities at school, in the community, at church, etc.

_____ (9) has not affected me. I have not learned anything

_____ (10) had already decided on my own not to use drugs or drink alcohol

For questions 49 to 51 check any one answer.

49. How difficult is it for kids in your grade level to get alcohol (beer, wine, etc.) if they really want it?

_____ (1) very difficult
_____ (2) fairly difficult
_____ (3) fairly easy
_____ (4) very easy
_____ (5) don't know

50. How difficult is it for kids in your grade level to get marijuana or some other drug if they really want it?

_____ (1) very difficult
_____ (2) fairly difficult
_____ (3) fairly easy
_____ (4) very easy
_____ (5) don't know

51. In the last year or so, how often have you noticed that another student came to class high from drugs or alcohol?

_____ (1) never
_____ (2) rarely, once or twice a year at most
_____ (3) sometimes, about once a month
_____ (4) about once a week
_____ (5) every day
_____ (6) don't know

For questions 52 through 59, in the last year (since November, 1986) have you done any of the following: (put a check in space that best applies)

		Never	Once/ Twice	3-6 Times	More than 6 Times
52.	Cut (not attended) a school class	____	____	____	____
53.	Been suspended or expelled from school	____	____	____	____
54.	Been arrested by police	____	____	____	____
55.	Been placed on probation by a judge	____	____	____	____
56.	Been in trouble at school (sent out of class to principal, assistant principal, counselor)	____	____	____	____
57.	Been high at school on a drug like marijuana, pills, speed, etc.	____	____	____	____
58.	Been absent from school all day without an excuse such as being sick or having a doctor's appointment.	____	____	____	____
59.	Driven a car or taken a ride with friends who were drinking.	____	____	____	____

60. In the last year (since November 1986), have you been active in organized school activities such as athletic teams, clubs, student government, or other organizations?

____ (1) never participated in school activities
____ (2) sometimes participate, but mainly do "my own thing"
____ (3) about as active as most students
____ (4) more active than most students
____ (5) one of the most active in my grade

61. My average grade in the last year is about . . .

A (4.0) ____ B (3.0) ____ C (2.0) ____ D (1.0) ____ F ____

Answer questions 62 to 68 in terms of how you currently feel or think. (Check only one answer for each question).

62. How important is it for you to finish high school in order to get the kind of job you want?

_____ (1) not important at all to finish school
_____ (2) somewhat important
_____ (3) fairly important
_____ (4) very important, essential

63. Do you ever think about quitting school so that you can get a full time job?

_____ (1) no, never think about quitting school for work
_____ (2) have thought about it once or twice
_____ (3) think about it fairly often
_____ (4) think about it all of the time
_____ (5) definitely intend to quit school and get a job

64. Do you ever think about quitting school so that you can take better care of your family responsibilities?

_____ (1) no, never think about quitting school to help family
_____ (2) have thought about it once or twice
_____ (3) think about it fairly often
_____ (4) think about it all of the time
_____ (5) definitely intend to quit school and help out family

65. Generally, how interested are you in subjects you have been studying in school this year?

_____ (1) bored, not interested at all
_____ (2) only occasionally interested
_____ (3) about half the classes are interesting
_____ (4) most of the classes are interesting
_____ (5) almost everything is interesting

66. How hard are you working on school subjects?

_____ (1) do hardly any school work
_____ (2) do some work, but less than most students
_____ (3) do about as much work as most students
_____ (4) do more work than most students
_____ (5) one of the hardest-working students in my grade

67. Is there any adult (teacher or other adult) at school who you feel close to, can talk to?

_____ (1) no
_____ (2) yes

68. Generally, how do you like school?

_____ (1) I hate it
_____ (2) I don't like it
_____ (3) I don't care one way or the other
_____ (4) I like it
_____ (5) I really like it

69. With whom do you live?

_____ (1) one of my parents
_____ (2) both of my parents
_____ (3) relative
_____ (4) foster home
_____ (5) other

70. With whom would you like to live?

_____ (1) one of my parents
_____ (2) both of my parents
_____ (3) other (relative, foster home)
_____ (4) foster home
_____ (5) other

Answer questions 71 and 72 for your life up to now.

71. Have any of your best friends or other students you talk to the most in school ever gotten into trouble at school . . . or with the police?

_____ (1) no, never
_____ (2) once
_____ (3) two or three times
_____ (4) several times
_____ (5) always seems to be in trouble

72. Have any of your best friends or students you talk to the most dropped out of school?

_____ (1) no, none dropped out
_____ (2) one has dropped out
_____ (3) two have dropped out
_____ (4) three or more have dropped out

73. My parents completed the following amount of schooling (check for each parent):

	Mother		Father
(1)	_____	don't know	_____
(2)	_____	less than 6th grade	_____
(3)	_____	6th grade	_____
(4)	_____	some high school	_____
(5)	_____	high school grad	_____
(6)	_____	some college	_____
(7)	_____	college grad	_____
(8)	_____	advanced degree (masters, doctorate, etc.)	_____

Middle School
(Grade 8 and below)

California Substance Use Survey, 1987

This is a survey of what you know about the use of drugs and alcohol. Do not give your name. This survey is voluntary. You do not have to complete this survey, but we hope that you will decide to do so.

If you have decided to participate, please fill in the following information:

Name of your school: _____

Your school grade level (check one):

6th ____ 7th _____ 8th ____

Age (in years) _____

Sex (circle one): male female

Ethnic (check one) (✓):

Asian .....____(1)

Black .....____(2)

Latino/Mexican/Hispanic..____(3)

American Indian.....____(4)

White/Anglo .....____(5)

Other .....____(6)

Were you born in this country? yes ____(1)

no ____(2)

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For questions 1-17, please circle only one answer for each question. Use the following scale:

How often did you use these kinds of substances without a doctor's orders in the last six months?	Never	Once or twice	A few times	Once a month	Once a week	Once a day	More than once a day
1. beer	1	2	3	4	5	6	7
2. wine	1	2	3	4	5	6	7
3. liquor (whiskey, vodka, gin, etc.)	1	2	3	4	5	6	7
4. marijuana (grass, pot, weed, sins, bud, etc.)	1	2	3	4	5	6	7
5. hashish (hash, hash oil, etc.)	1	2	3	4	5	6	7
6. methamphetamines or amphetamines (crank, speed, meth, crystal, bennies black beauties, Ritalin, etc.)	1	2	3	4	5	6	7
7. cocaine (coke, rock, base, snort, snow, crack, flake)	1	2	3	4	5	6	7
8. LSD (acid, windowpane, blotter)	1	2	3	4	5	6	7
9. mushrooms (fungus, shrooms)	1	2	3	4	5	6	7
10. other psychedelics (mescaline, peyote, MDA, MDMA, estasy, adam, EXTC)	1	2	3	4	5	6	7
11. barbiturates (barbs, reds, yellows, Nembutal, Seconal, Amytal)	1	2	3	4	5	6	7
12. sedatives (Quaaludes, ludes, sopers, Doriden)	1	2	3	4	5	6	7

	Never	Once or twice	A few times	Once a month	Once a week	Once a day	More than once a day
13. tranquilizers (Valium, Librium, Thorazine, Miltown, etc.)	1	2	3	4	5	6	7
14. inhalants (sniffing glue, paint, butane, gasoline, Amyl nitrate, rush, poppers)	1	2	3	4	5	6	7
15. PCP (angel dust, juice, wack, sherm, super cool)	1	2	3	4	5	6	7
16. heroin (smack, china white, tar, goma, brown)	1	2	3	4	5	6	7
17. other narcotics (codeine, morphine, opium, Demerol, Percodan)	1	2	3	4	5	6	7

Please go to the next page.

18. In the last six months how often did you use more than one substance at the same time, for example, beer with marijuana or pills? Put a check (✓) next to the answer that is closest to your own use.

_____ (1) never did/ don't use
_____ (2) used more than one substance once or twice
_____ (3) used more than one a few times (3 to 6 times)
_____ (4) used more than one several times (7 to 10 times)
_____ (5) used more than one often (more than 10 times)

19. About how old were you the first time you tried alcohol (beer, wine, or hard liquor)?

_____ (1) age _____ (2) never did

20. About how old were you the first time you felt high or intoxicated from any kind of alcohol?

_____ (1) age _____ (2) never did

21. About how old were you the first time you tried a drug other than alcohol such as marijuana, speed, etc.?

_____ (1) age _____ (2) never did

22. About how old were you the first time you got high or loaded from a drug other than alcohol?

_____ (1) age _____ (2) never did

23. Have you ever used or shared a needle to inject (shoot) a drug into yourself?

_____ (1) no, never
_____ (2) once or twice
_____ (3) 3 to 6 times
_____ (4) 7 to 10 times
_____ (5) more than 10 times

For questions 24-37, please place a check mark in the space next to the answer that best fits your own experience or opinion. Check only one answer for each question.

24. As far as using alcohol (beer, wine, liquor) is concerned, most of my best friends have . . .

_____ (1) already tried it.
_____ (2) have not tried it yet, but probably would like to.
_____ (3) are not sure whether they should try it or not.
_____ (4) probably will never want to drink alcohol.
_____ (5) I don't know.

25. With drugs like marijuana (grass, pot, weed), most of my best friends have . . .

_____ (1) already tried one or more drugs.
_____ (2) have not tried drugs, but probably would like to.
_____ (3) are not sure whether they should try drugs or not.
_____ (4) probably will never want to use drugs.
_____ (5) I don't know.

26. I think frequent (daily or almost daily) use of marijuana is . . .

_____ (1) extremely harmful.
_____ (2) harmful.
_____ (3) somewhat harmful.
_____ (4) mainly harmless.
_____ (5) harmless.

27. In my opinion, frequent (daily or almost daily) use of alcohol (beer, wine, whiskey, etc.) is . . .

_____ (1) extremely harmful.
_____ (2) harmful.
_____ (3) somewhat harmful.
_____ (4) mainly harmless.
_____ (5) harmless.

28. My parents are _____ my using marijuana.

_____ (1) strongly against
_____ (2) moderately against
_____ (3) neither against nor in favor of
_____ (4) moderately in favor of
_____ (5) strongly in favor of

29. My parents are _____ my using alcohol (beer, wine, etc.).

_____ (1) strongly against
_____ (2) moderately against
_____ (3) neither against nor in favor of
_____ (4) moderately in favor of
_____ (5) strongly in favor of

30. Have you ever used freebase, crack, rock, rush, supercoke, or gravel?

_____ (1) no, never
_____ (2) once or twice
_____ (3) 3 to 6 times
_____ (4) 7 to 10 times
_____ (5) more than 10 times

31. In the last month how often have you smoked tobacco cigarettes?

_____ (1) never, I didn't smoke cigarettes.
_____ (2) once to a few times, not every day.
_____ (3) about 1 or 2 cigarettes a day.
_____ (4) about 3 to 6 a day.
_____ (5) about 7 to 10 a day (up to half a pack).
_____ (6) about 11 to 20 a day (up to a pack).
_____ (7) more than a pack (20) a day.

32. In the last month how much tobacco dipping and snuffing have you done?

_____ (1) none, don't dip or snuff tobacco
_____ (2) once to a few times, not every day
_____ (3) about 1 or 2 times a day
_____ (4) about 3 to 5 times a day
_____ (5) about 6 to 10 times a day
_____ (6) more than 10 times a day

33. A lot of what I know about drugs I learn from . . .
(check all that apply)

_____ (1) my friends
_____ (2) my parents
_____ (3) school classes or programs
_____ (4) own experience
_____ (5) brothers or sisters
_____ (6) movies, television

34. Where do most kids at this school who use drugs get them?
(check only one answer)

_____ (1) at home (parents, brothers/sisters)
_____ (2) at school (friends, dealers)
_____ (3) at parties, social events outside school
_____ (4) hanging out with friends outside of school or parties
_____ (5) directly from dealers outside school
_____ (6) other, don't know

35. A good reason(s) for not using alcohol or other drugs is that you . . .
(check all that you agree with)

_____ (1) might become an addict or alcoholic.
_____ (2) could get into trouble with the police or school.
_____ (3) might lose close friends who do not like alcohol or drugs.
_____ (4) your parents or other adults who care about you would be angry or sad.
_____ (5) would not be the kind of person you want to be.

36. Things I learned about alcohol and drugs in school classes or meetings are . . . (check all that you agree with)

_____ (1) what drugs do to people; different kinds of drugs.

_____ (2) how to say "no" to kids who want me to drink or use drugs.

_____ (3) how drugs and alcohol hurt your body.

_____ (4) how to make good decisions in life; what kind of person you want to be.

_____ (5) other things to do besides drugs or alcohol.

_____ (6) has not affected me. I have not learned anything.

_____ (7) had no classes on alcohol/drugs this year or in sixth grade.

37. My average grade in school in the last year is about . . . (check one)

A (4.0) _____ B (3.0) _____ C (2.0) _____ D (1.0) _____ F _____

For questions 38 through 45, in the last year (since November, 1986) have you done any of the following: (put check in space that applies best)

		Never	Once/ Twice	3-6 Times	More than 6 Times
38.	Cut (not attended) a school class	_____	_____	_____	_____
39.	Been suspended or expelled from school	_____	_____	_____	_____
40.	Been arrested by police	_____	_____	_____	_____
41.	Been placed on probation by a judge	_____	_____	_____	_____
42.	Been in trouble at school (sent out of class to principal, assistant principal, counselor)	_____	_____	_____	_____
43.	Been high at school on a drug like marijuana, pills, speed, etc.	_____	_____	_____	_____
44.	Been absent from school all day, without an excuse, like for illness doctor's appointments, etc.	_____	_____	_____	_____
45.	Driven a car or taken a ride with friends who were drinking.	_____	_____	_____	_____

46. In the last year (since November 1986), have you been active in organized school activities such as athletic teams, clubs, student government, or other organizations?

_____ (1) never participated in school activities
_____ (2) sometimes participate, but mainly do "my own thing"
_____ (3) about as active as most students
_____ (4) more active than most students
_____ (5) one of the most active in my grade

47. Have any of your best friends or other students you talk to the most in school ever gotten into trouble at school . . . or with the police?

_____ (1) no, never
_____ (2) once
_____ (3) two or three times
_____ (4) several times
_____ (5) always seems to be in trouble

48. Have any of your best friends or students you talk to the most dropped out of school?

_____ (1) no, none dropped out
_____ (2) one has dropped out
_____ (3) two have dropped out
_____ (4) three or more have dropped out

49. Generally, how do you like school?

_____ (1) I hate it
_____ (2) I don't like it
_____ (3) don't care one way or the other
_____ (4) I like it
_____ (5) I really like it

Thank you for your cooperation!

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